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ABSTRACT

This volume, one of a series of eight curriculum guides compiled by the Colorado Workplace Learning Initiative: 1991-92, includes curriculum materials for nine workplace literacy basic reading and writing courses. Introductory materials include a table of contents and a list of subjects covered by each of the eight guides in the series. There are five reading courses covering: (1) individualized reading instruction; (2) speed reading in the workplace; (3) reading in the workplace; (4) reading skills for the workplace (Book 1); and (5) reading skills for the workplace (Book 2) Topics of the four writing courses are as follows: (1) writing skills for the workplace; (2) business communications and report preparation; (3) writing in the workplace; and (4) introduction to technical writing. Each course includes some or all of the following information: abstract; note; overview/introduction; course description, objectives, or procedures; length of time and materials needed; weekly lesson or course plans and objectives; activities; competencies; student requirements; letter grade point level; handouts/attachments; course conduct; student evaluation; recommendations; student questionnaire; goal sheet; vocabulary tests; core vocabulary lists; resource guide or sheets; individual education plan; vocabulary review tests; learning variables; benefits; conclusions; syllabus; and acknowledgements. (NLA)

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Volume III: Basic Skills - Reading

Courses

Individualized Reading Instruction
Speed Reading In The Workplace
Reading in the Work Place
Reading Skills for the Workplace (Book 1)
Reading Skills for the Workplace (Book 2)

Writing

Writing Skills for the Workplace
Business Communications and Report Preparation
Writing in the Workplace
Introduction to Technical Writing

Curriculum Guides

Colorado Workplace Learning Initiative: Skills for Productivity and Career Enhancement (1991 - 92)

Contact: Colorado Community College & Occupational Education System (303-620-4000)

Volume I:	Basic Skills -	Math
Volume II:	Basic Skills -	English as a Second Language (ESL)
Volume III:	Basic Skills -	Reading Writing
Volume IV:	Basic Skills -	General Educational Development (GED)
Volume V:	Function Skills -	Computer Proficiency Safety Basics Spanish
Volume VI:	Enhanced Basic Skills -	Learning to Learn Career Planning
Volume VII:	Enhanced Basic Skills -	Teams and Teamwork Problem - Solving, Decision - Making, & Critical Thinking Stress Management
Volume VIII:	Enhanced Basic Skills -	Listening Skills Communications Speech Self-Esteem Individual Workplace Skills

SUMMARY OF CURRICULUM TOPICS SUBMITTED FOR "THE COLORADO WORKPLACE LEARNING INITIATIVE: SKILLS FOR PRODUCTIVITY AND CAREER ENHANCEMENT" 1991 - 1992 PROGRAM

The program is described on the attached abstract. Contained in this series of curriculum guides are the outlines and notes for the topics covered according to the basic skills needs of the business partners. For more information, contact Colorado Community College and Occupational Education System, 303-620-4000.

COMMUNITY COLLEGE OF AURORA	COMMUNITY COLLEGE OF DENVER	COMMUNITY COLLEGE OF DENVER-TECH CENTER	PUEBLO COMMUNITY COLLEGE	PIKES PEAK COMMUNITY COLLEGE
Basic Skills				
math	math	math	math	math
English as a Second Language (ESL)		ESL		ESL
		reading	reading	reading & speed reading
writing				writing (3 part)
		GED	GED	
Functional (Job) Skills				
computer proficiency	computer proficiency and basic software skills	computer proficiency	computer proficiency	
			safety basics for the workplace	
Spanish			Spanish	
Enhanced Basic Skills				
		learning to learn		learning to learn
career planning	transfer techniques			career planning
teamwork				understanding team development process and teams
problem-solving			problem-solving	problem-solving
stress management	stress management		stress management	
listening skills	listening skills		listening skills	
interpersonal communications	conflict resolution		interpersonal communications	overview of communications and interpersonal communications
			speech	
		self-esteem in the workplace	self-esteem	
			individual workplace skills	

INDIVIDUALIZED

READING

INSTRUCTION

Anita DeMarco
Community College of Denver

INDIVIDUALIZED READING INSTRUCTION

Course Overview

The purpose of this course is to provide individualized help to adults who wish to improve their reading skills. Instruction is offered on a tutorial basis, which is often appropriate for beginning adult readers, although a combination of group and individual study is optimal.

Objectives

The student will have developed reading skills to meet his/her specific goals, including improved skills in phonics, word attack, comprehension, and speed.

Timing

Self-paced learning programs, by nature, vary in terms of length of completion time and student goals. It is important that students work on reading on a regular basis, both in the classroom and on their own. A minimum of two hours a week of tutorial instruction in addition to two hours a week of homework is recommended.

Materials

You will need:

1. Reading assessment instrument(s) to determine students reading grade level and/or specific skill deficiencies
2. Individual Education Plan (see attached example)
3. Student progress/assignment sheets to go with reading materials (can be commercially produced or self-designed)
4. Reading materials (see **Resource Guide**)
5. A quiet, well-lit, private room for tutoring

Course Procedures

1. Orientation

   Meet with the student before beginning assessment and instruction in order to introduce yourself and the program, and to find out about the student. Ask the student about his/her education background, areas of strengths and weaknesses, reason(s) for seeking help with reading, and his/her education and personal goals. Begin the process of completing the Individual Education Plan. Also set up an appointment for student to take reading assessment.

2. Assessment

   Assess student's reading level/skill deficiencies using one or more assessment instruments (see **Resource Guide** for recommended assessments).

3. Instruction

   Select appropriate instructional materials based on student's reading level, skill deficiencies, and goals. Provide instruction as directed in reading materials (teacher's guides for most materials provide detailed instructional plans). Also see the **Resource Guide** for recommended reading teacher's resource.

   In addition to reading materials used in the classroom, the instructor should help the student develop good reading habits outside of school. Encourage the student to utilize the local library; or provide high interest, low level reading materials available from education publishers for students to develop recreational reading habits.

4. Post testing

Post testing may be appropriate to determine improvement in reading level, although this should be done after an extended period of instruction; the lower the student's initial reading level, the longer it may take to demonstrate significant improvement.

Resource Guide

Recommended Reading Materials

Title	Level*	Publisher	Phone Number
Challenger Series	3-6	New Readers Press	800-448-8878
Laubach Way to Reading	0-5	New Readers Press	800-448-8878
Focus on Phonics	0-3	New Readers Press	800-448-8878
Reading for Today/ Communication for Today	0-5	Steck-Vaughn	800-531-5015
Reading for Tomorrow/ Communication for Tomorrow	5-6.5	Steck-Vaughn	800-531-5015
Comprehension Skills Series	2-6	Steck-Vaughn	800-531-5015
Developing Reading	2.5-6	Steck-Vaughn	800-531-5015
Mastering Reading	2-7	Steck-Vaughn	800-531-5015
Timed Readings	4-12	Jamestown	800-871-7323

Title	Level*	Publisher	Phone Number
Single Skills Series	3-12	Jamestown	800-871-7323
Essential Skills Series	3-12	Jamestown	800-871-7323
Comprehension Skills Series	4-12	Jamestown	800-871-7323

***Levels are estimated if not specified by publisher.**

Recommended Reading Skills Assessment Instruments

Test of Adult Basic Education (TABE)
CTB/McGraw-Hill
2500 Garden Road
Monterey, CA 93940

The AVT Learning System in Reading Placement Test
Media Systems, Corporation
757 Third Avenue
New York, NY 10017

Recommended Teacher's Resource for Teaching Reading

Locating and Correcting Reading Difficulties, Fifth edition
Eldon K. Ekwall
Macmillan Publishing Company
New York, NY
1989

INDIVIDUAL EDUCATION PLAN

Skills for Productivity and Career Enhancement

STUDENT NAME ______________________________

STUDENT GOALS	DATE COMPLETED

Assessment Results:

			Self-Evaluation*		Independent Evaluation*	
Subject	Pretest Score	Post Test Score	Before	After	Before	After

*1 = Very Low 2 = Low 3 = Average 4 = High 5 = Very High

Recommendations:

1. ______________________________

Recommended provider of services: ______________________________

2. ______________________________

Recommended provider of services: ______________________________

3. ______________________________

Recommended provider of services: ______________________________

4. ______________________________

Recommended provider of services: ______________________________

Statement of Understanding:

I have participated in setting the goals indicated on this Individual Education Plan. The assessment results and recommendations have been discussed with me, and I have had the opportunity to ask questions.

I understand that the Skills for Productivity and Career Enhancement Project is a part of a government grant for the U.S. Department of Education and that test scores are confidential and will not be shared with my employer or the government on an individual basis.

I understand that Community College of Denver and the Colorado Community Colleges and Occupational Education System reserve the right to share test scores with government authorities and/or my employer on an aggregate basis, as well as refer generally to the Project in news media releases.

Signature: ______________________________ Date: ______________

Prepared by: ______________________________

Name: ______________________________

LESSON 1

Unit __________ Date ____________________

Unit Opener:

__________ Review Unit Opener (student/instructor)

__________ Read Unit Opener silently (student)

__________ Circle difficult words (student)

__________ Review circled words (student/instructor)

__________ Read story aloud (student reads to instructor)

__________ Comprehension questions (instructor asks student)

__________ Predict content of story continuation (student/instructor)

Vocabulary:

__________ Read first five vocabulary words (student/instructor)

__________ Use each vocabulary word in a sentence (student/instructor)

__________ Read paragraph and match vocabulary words to definitions (student/instructor)

__________ Read second five vocabulary words (student/instructor)

__________ Use each vocabulary word in a sentence (student/instructor)

__________ Read paragraph and match vocabulary words to definitions (student/instructor)

__________ Do second Vocabulary exercise (student)

__________ Check second Vocabulary exercise (instructor)

__________ Do third Vocabulary exercise (student)

__________ Check third Vocabulary exercise (instructor)

__________ Read the rest of the story before next lesson; circle any difficult words (student)

Name: ______________________________

READING FOR TOMORROW - LESSON 2

Unit __________ Date ____________________

Story Continuation:

__________ Review new vocabulary words and other difficult words (student/instructor)

__________ Read the story aloud (student reads to instructor)

__________ Ask comprehension questions during story (instructor asks student)

Comprehension:

__________ Read directions to Comprehension Exercise #1 (student/instructor)

__________ Do Comprehension Exercise #1 (student)

__________ Check Comprehension Exercise #1 (instructor)

__________ Read the explanation for Comprehension Exercise #2 (student/instructor)

__________ Do Comprehension Exercise #2 (student)

__________ Read directions for Comprehension Exercise #3 (student)

__________ Do Comprehension Exercise #3 (student)

__________ Check Comprehension Exercises #2 and #3 (instructor)

__________ Additional activities

Name: ____

READING FOR TOMORROW - LESSON 3

Unit __________ Date ____________________

Language

__________ Discuss Language Skill (student/instructor)

__________ Read explanation (instructor)

__________ Read directions (student/instructor)

__________ Do the first question (student/instructor)

__________ Complete remaining questions (student)

__________ Check work (instructor)

__________ Additional activities (student/instructor)

Life-Skill

__________ Discuss Life-Skill (student/instructor)

__________ Read explanation (student/instructor)

__________ Complete exercises (student)

__________ Check exercises (instructor)

Final Review Page

__________ Do Final Review Page (student) - page__________

__________ Check Final Review Page

SPEED READING IN THE WORKPLACE
REA 083

PIKES PEAK COMMUNITY COLLEGE

SPEED READING IN THE WORKPLACE

OVERVIEW: This course was taught only one time during the course of the grant. Due to scheduling problems the course was taught for three hours per week for fifteen weeks. If the course were to be taught again, it is recommended that the class be taught for four hours per week for fifteen weeks and that an additional textbook, Analytical Reading and Reasoning by Dr. Arthur Whimbey, be used. It is recommended that the course be renamed Reading in the Workplace II. The course provided an interesting challenge in terms of making it workplace related. Participants came from two different companies and a wide variety of jobs. It became apparent that using the safety manual or other workplace based materials would not be feasible much of the time since participant's jobs varied so widely. It was decided to try a different approach by teaching reading skills using materials that dealt with common workplace themes. For example, both companies were dealing with workplace issues such as downsizing, team building, and quality. The issues facing the participants were the same regardless of company or job. Therefore, the course was built around materials that focused on the issues common to both companies. The materials used to teach this course would change given the companies and participants involved.

COURSE DESCRIPTION AND OBJECTIVES:

Description: REA 083 is designed to improve silent reading skills, vocabulary development, analytical reasoning skills as well as improving the rate at which written materials are read. The primary focus of the course will be to apply these skills to the workplace.

Objectives: Participants will:

1. increase the speed at which they read workplace related materials.
2. increase their comprehension of workplace related materials.
3. increase their listening, speaking, reading, and written vocabularies.
4. improve their analytical reasoning skills using workplace related materials.

LENGTH OF TIME:

This course is taught in two, seventy-five minute sessions per week for fifteen weeks. Approximate times have been given for each activity; the instructor should feel free to vary these times depending on the group's needs.

MATERIALS NEEDED:

- Speed Reading Naturally SRN 2nd edition, Lillian Wenick, Prentice Hall, 1990.
- An easy novel from home that the participant has not read
- 3" x 5" index cards or a spiral notebook
- A calculator is helpful but not required.
- Various workplace related documents as required by instructor
- Reading for Understanding (RFU) Kit
- Timing device for keeping track of time
- Computers with Speed Reader software by Davidson and Associates, Torrance, CA, 1991.
- Dictionary (Must have a minimum of 50,000 entries)
- Workplace related articles dealing with issues related to team development, quality,

downsizing, critical/creative thinking and problem solving, leadership, interpeersonal communication, and career development.

LESSON PLANS:

WEEK 1
Session 1:

5 min.	Introduction
45 min.	Go over syllabus and answer questions
10 min.	Break
10 min.	Ice Breaker - Autograph activity
5 min.	Fill out student survey

Session 2:

60 min.	Diagnostic Reading Pretest
10 min.	Break
15 min.	Explain vocabulary study. Each student is required to maintain a vocabulary notebook/cards of 200 personal vocabulary words. Words should ideally come from the student's workplace but can come from anywhere as long as the words are significant to the student. A notebook or 3 x 5 cards can be used. The word, its pronunciation, part of speech, and meaning are recorded; a form of the word is used correctly in a complete sentence. A numbered list of the words only is to be maintained for testing purposes.

Homework:

- Complete vocabulary words # 1-15
- Bring an easy novel from home

WEEK 2
Session 3:

10 min.	Pass back and discuss results of Diagnostic Reading Pretest
15 min.	Speed Reading Naturally (SRN) Pretest and Start placement test for Reading for Understanding Kit (RFU)
20 min.	Discuss myths and misconceptions regarding reading from the handout on poor silent reading habits.
10 min.	Break
30 min.	Complete a novel warmup exercise pp. 9-12 SRN Continue RFU placement test if time remains.

Homework:

- Complete reading habits inventory
- Vocabulary study # 16-30
- Read pp. 13 -16 SRN

Session 4:

20 min.	Novel warmup
15 min.	Discuss Reading Habits Inventory and write goal for self.
10 min.	Break
40 min.	Discuss hand movements and page turning

Read SRN pp. 17-19 and complete questions
Read SRN pp. 20-26 and complete questions
Address concerns regarding process

Homework:
* Vocabulary study # 31-40

WEEK 3

Session 5:

60 min.	Computer orientation to Speed Reader software Also discuss reading from a computer terminal since all participants have E-mail.
10 min.	Break
15 min.	Independent reading activities - can include computer work, RFU cards, or homework.

Homework:
* Read pp. 29-32 SRN
* Vocabulary study # 31-50

Session 6:

15 min.	Novel warmup
40 min.	Discuss reading informational material Read pp. 32-35 SRN and answer questions Read article - Dueling Pioneers, answer questions, and discuss
10 min. Break	
5 min.	Write new reading goal
15 min.	Independent reading activities

Homework:
* Read pp. 38-42 SRN
* Study for vocabulary test #1. Students must come to next class with a numbered list of vocabulary words only.

WEEK 4

Session 7:

As Long As Needed-Vocabulary test with independent reading activities (ALAN)

10 min.	Break
10 min.	Novel warmup
35 min.	Discuss focus and the S hand movement. Read pp. 42-47 SRN and answer questions. Read pp. 48-51 SRN and answer questions.

Homework:
* Read pp. 53-56 SRN
* Vocabulary Study # 51-75

Session 8:

5 min.	Write new reading goal
10 min.	Pass back tests and go over
10 min.	Novel warmup
20 min.	Discuss reading patterns and practice

10 min.	Break
30 min.	Read article - Questing for the Best
	Answer questions and discuss

Homework:

- * Read pp. 62-65 SRN
- * Bring a newspaper - business related or daily

WEEK 5

Session 9:

10 min.	Novel Warmup
40 min.	Discuss how to read newspaper articles
	Practice on articles - Help for Post-Layoff Survivors, Peer Review, and IBM Annual Evaluation
10 min.	Break
15 min.	Practice from newspaper
10 min.	Independent Reading Activities

Homework:

- * Vocabulary Study # 76-100
- * Read pp. 66-69 SRN

Session 10:

5 min.	Write a new reading goal
10 min.	Novel warmup
30 min.	Discuss flexibility - SRN pp.66-69
	Read Article - Smart Moves
	Answer questions and discuss
10 min.	Break
30 min.	Independent Reading Activities

Homework:

- * Bring a short non-fiction book that has a workplace theme.

WEEK 6

Session 11:

10 min.	Novel warmup
15 min.	Discuss the process for reading a non-fiction book
	Timed reading of book
	Break as needed
	Answer questions

Homework:

- * Continue non-fiction book if needed.

Session 12:

5 min.	Write a new reading goal.
70 min.	Work day on independent reading activities
	Finish non-fiction book if needed.
	Speed Reader software
	RFU Cards

Homework:

- Read pp. 81-82 SRN
- Study for vocabulary test #2

WEEK 7

Session 13:

ALAN	Vocabulary test # 50-100 and independent reading activities
10 min.	Novel warmup
10 min.	Discuss using key words
10 min.	Break
25 min.	Read and answer questions pp. 83-86 SRN
	Read and answer questions pp. 87-93 SRN

Homework:

- 20 RFU Cards and 2 Speed Reader Lessons due next session.
- Vocabulary study # 101-125
- Read pp. 96-99 SRN
- Ask students to bring any documents from work that must scan or skim on a regular basis. These might be charts, spreadsheets, or daily reports

Session 14:

5 min.	Write a new reading goal.
10 min.	Explain the difference between skimming and scanning
10 min.	Read article on pp. 96-106 SRN and answer comprehension questions
10 min.	Break
50 min.	Discuss the application of skimming and scanning to workplace related materials. Develop a process for handling such material. Have students develop a process for their own documents. Write down the process, and practice applying it to their workplace related materials. Use any remaining time for independent reading activities. Collect 20 RFU cards and 2 Speed Reader Lessons

Homework:

- Read pp. 109-111 SRN
- Student brings a longer book with a workplace related theme that contains only a few chapters they want to read.

WEEK 8

Session 15:

10 min.	Novel warmup
15 min.	Discuss uses of rapid research reading as they apply to the workplace. Go over the process with students. Discuss Alan Lakin's time management suggestions for keeping up with work related reading.
10 min.	Break
50 min.	Do rapid research reading of the books the students have brought to work on. Fill out research report.

Homework:

- Vocabulary study #126-150

Session 16:

5 min.	Write a new reading goal.
10 min.	Novel warmup
60 min.	Continue rapid-research reading from previous session and independent reading activities as needed.

Homework:

- Read pp. 118-120 SRN

WEEK 9

Session 17:

10 min.	Novel warmup
15 min.	Discuss finding level of best comprehension and determine those levels.
20 min.	Read article and answer questions pp. 120-126 SRN
10 min.	Break
30 min.	Read article and answer questions pp. 127-132 SRN
	Independent reading activities

Session 18:

5 min.	Write a new reading goal
10 min.	Novel Warmup
20 min.	Discuss the speed study method
10 min.	Break
40 min.	Read to apply the method for the article on robotics pp. 140-146 SRN

Homework:

- Prepare for vocabulary test

WEEK 10:

Session 19:

ALAN	Vocabulary test # 101-150
	Independent reading activities
	Break as needed

Homework:

- Vocabulary study # 151-175
- Read pp. 169-171 SRN.

Session 20:

10 min.	Novel Warmup
15 min.	Discuss reading material with a historical perspective.
10 min.	Break
50 min.	Read article - No. 1 - and Trying Harder.
	Develop own questions to guide reading.
	Develop time line.
	Answer questions.
	Discuss article.

Homework:

- Read pp; 179-180 SRN

WEEK 11

Session 21:

10 min.	Novel warmup
15 min.	Discuss studying text with specialized vocabulary.
10 min.	Break
40 min.	Read article pp. 181-189 SRN and answer questions. Discuss article.

Homework:

- Vocabulary study # 175-200
- Bring book on a workplace related theme that has specialized vocabulary.

Session 22:

5 min.	Write new reading goal.
10 min.	Novel warmup
60 min.	Review process for handling material with a specialized text. Begin reading book with specialized text. Break as needed.

WEEK 12

Session 23:

10 min.	Novel warmup
65 min.	Continue reading book with specialized text. Break as needed.

Homework:

- Finish book with specialized text.
- Read pp. 199-202 SRN

Session 24:

5 min.	Write new reading goal.
10 min.	Novel warmup
15 min.	Discuss critical reading. Read article pp. 202-208 SRN. Break as needed.

Homework:

- Study for vocabulary test.
- Read pp. 219-221 SRN.

WEEK 13

Session 25:

ALAN	Vocabulary Test # 151-200 and independent reading activities.
10 min.	Break
10 min.	Novel warmup
35 min.	Discuss pp.219-221 SRN. Read article pp. 222-227 SRN and answer questions. Discuss article.
Homework:	Begin vocabulary review.

Session 26:

5 min.	Write a new reading goal.
10 min.	Novel warmup
40 min.	Review pp. 219-221 SRN. Read article pp. 227-234 SRN.
10 min.	Break
20 min.	Independent reading activities

Homework:

- * Continue vocabulary review for comprehensive vocabulary test next session.

WEEK 14

Session 27:

ALAN	Comprehensive vocabulary test # 1-200 Workday on independent reading activities Speed Reader software RFU cards
Homework:	RFU cards and two Speed Reader lessons due next session.

Session 28:

5 min.	Write a new reading goal.
60 min.	Diagnostic Reading Post Test
10 min.	Break
10 min.	Independent reading activities Collect RFU sheets and Speed Reader lessons.

Homework:

- * Read pp. 240-242 SRN
- * Bring short novel from home to read for fun.

WEEK 15

Session 29:

10 min.	Novel warmup
10 min.	SRN Post Test
55 min.	Reading a novel for fun. Break as needed.

Session 30:

10 min.	Return and discuss test results.
10 min.	Pass out final grades.
10 min.	Course evaluation
45 min.	Wrap up loose ends regarding student work if needed.

For further information regarding this course, please contact Pikes Peak Community College, Division of Industrial Relations Economic Development, 7222 Commerce Center Drive, Suite 103, Colorado Springs, CO. 80919, or call Tel. (719) 593-2700.

READING IN THE WORK PLACE (REA 084)

PIKES PEAK COMMUNITY COLLEGE

OBJECTIVES: By the end of this class, the student will:

1. Increase his/her rate of comprehension
2. Improve his/her analytical reading skills
3. Increase his/her listening, speaking, reading and writing vocabularies
4. Increase his/her reading speed
5. Improve his/her abilities in the workplace

TIMING: Two 100 minute sessions per week x 15 weeks

MATERIALS: You will need:

. Book Two Reading Faster and Understanding More, Third Edition
. Dictionary (Must have a minimum of 50,000 entries)
. Looseleaf notebook, notebook paper

OBJECTIVES COVERED:

Week 1: Session 1:

1. 30 mins. Introduce course, discuss syllabus, course outline, materials necessary.
2. 20 mins. Question/answer session regarding course requirements.
3. 50 mins. Diagnostic Reading Test: Vocabulary, comprehension, speed.
4. Homework assignment: Complete Pre-Test in Text.

Session 2:

1. 15 mins. Discuss any questions from last session.
   Assign Homework:
   ●Reading Instruction, Chapt. 1--Text
   ●Devise two personal reading goals
   (Homework due Week 2--Session 1)
2. 15 mins. Correct and record score of Pre-Test in Text.
3. 30 mins. Read and discuss handout from Instructor's Manual "Check Your Reading Habits," p. 19. *Have students use personal information discovered from this handout in devising their two personal reading goals.
4. 40 mins. Take placement test for "Reading For Understanding." Kit 2/3. Familiarize students with RFU system and cards.

Week 2:

Session 1:

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt. 2--Text.
   - Study Core words 1-15 for Vocabulary Test 1.
   - Homework Lesson 1--Text. (Homework Lessons begin p. 285)

   (All Homework due Week 3--Session 1)
2. 30 mins. Discuss and answer questions on Reading Instruction--Chapt. 1.
3. 30 mins. Reading warm-ups, short readings--Chapt. 1.
4. 30 mins. Record keeping, RFU's, independent reading activities.*

Session 2:

1. 30 mins. Long readings--Chapt 1.
2. 20 mins. Discussion/questions regarding Instructor's Manual handout "The Process of Reading," p.23.
3. 50 mins. Independent reading activities.

*NOTE: Independent reading activities are those listed on the course syllabus as either minimum or optional requirements. During this time, the teacher works with students individually.

Week 3:

Session 1:

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt 3--Text.
   - Study Core words 16-30 for Vocab Test 2.
   - Homework Lesson 2.

   (Homework due Week 4--Session 1)
2. 30 mins. Complete Vocab Test 1. (Students must provide the meaning of each of the fifteen words from memory and must use five words of their choice from the list in complete sentences.)
3. 15 mins. Discuss Core vocab words 16-30.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 2--Text.
5. 25 mins. Reading warm-ups, short readings--Chapt. 2.

Session 2:

1. 30 mins. Long readings, Chapt. 2.
2. 20 mins. Discuss/answer questions on Instructor's Manual handout "Practical Suggestions for Reading Faster," p. 25.
3. 30 mins. Read and complete comprehension questions on Workplace Article #1.* (Large group discussion of Workplace Article should be encouraged.)
4. 20 mins. Independent reading activities.

*NOTE: Workplace related articles will differ based on the interests and needs of the students in the course. Examples of some workplace related articles used in this particular course and the comprehension/vocabulary questions are contained at the end of this course outline.

Week 4:

Session 1:

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt. 4--Text.
   - Study Core words 31-45 for Vocab Test 3.
   - Homework Lesson 3.

   (Homework due Week 5--Session 1)
2. 30 mins. Complete Vocab Test 2.
3. 15 mins. Discuss Core vocab words 31-45.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 3.
5. 25 mins. Reading warm-ups, short readings--Chapt. 3.

Session 2:

1. 30 mins. Long readings, Chapt. 3.
2. 20 mins. Homework check. (Teacher checks students' books to assign homework points.)
3. 50 mins. Independent reading activities.

Week 5:

Session 1:

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt. 5--Text.
   - Study Core words 46-60 for Vocab Test 4.
   - Homework Lesson 4.

   (Homework due Week 6--Session 1.)
2. 30 mins. Complete Vocab Test 3.
3. 15 mins. Discuss Core vocab words 46-60.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 4.
5. 25 mins. Reading warm-ups, short readings--Chapt. 4.

Session 2:

1. 30 mins. Long readings, Chapt. 4.
2. 70 mins. Independent reading activities.

Week 6:

Session 1:

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt. 6--Text.
   - Study Core vocab words 61-75 for Vocab Test 5.
   - Homework Lesson 5.

   (Homework due Week 7--Session 1)
2. 30 mins. Complete Vocab Test 4.
3. 15 mins. Discuss Core vocab words 61-75.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 5.
5. 25 mins. Reading warm-ups, short readings--Chapt. 5.

Session 2:

1. 30 mins. Long readings, Chapt. 5.
2. 40 mins. Read and complete comprehension questions on Workplace Article #2. (Large group discussion of Workplace Article should be encouraged.)
3. 30 mins. Independent reading activities.

Week 7:

Session 1:

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt. 7--Text.
   - Study Core words 76-90 for Vocab Test 6.
   - Homework Lesson 6.

   (Homework due Week 8--Session 1.)
2. 30 mins. Complete Vocab Test 5.
3. 15 mins. Discuss Core vocab words 76-90.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 6.
5. 25 mins. Reading warm-ups, short readings--Chapt. 6.

Session 2:

1. 30 mins. Long readings, Chapt. 6.
2. 70 mins. Independent reading activities.

Week 8:

Session 1:

1. 10 mins. Assign Homework:
    - Reading Instruction, Chapt. 8--Text.
    - Study Core words 91-105 for Vocab Test 7.
    - Homework Lesson 7.

    (Homework due Week 9--Session 1)
2. 30 mins. Complete Vocab Test 6.
3. 15 mins. Discuss Core vocab words 91-105.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 7.
5. 25 mins. Reading warm-ups, short readings--Chapt. 7.

Session 2:

1. 30 mins. Long readings, Chapt. 7.
2. 20 mins. Homework check. (Teacher checks students' books to assign homework points.)
3. 50 mins. Independent reading activities.

Week 9:

Session 1:

1. 10 mins. Assign Homework:
    - Reading Instruction, Chapt. 9--Text.
    - Study Core words 106-120 for Vocab Test 8.
    - Homework Lesson 8.

    (Homework due Week 10--Session 1)
2. 30 mins. Complete Vocab Test 7.
3. 15 mins. Discuss Core vocab words 106-120.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 8.
5. 25 mins. Reading warm-ups, short readings, Chapt. 8.

Session 2:

1. 30 mins. Long readings, Chapt. 8.
2. 40 mins. Read and complete comprehension questions on Workplace Article #3. (Large group discussion on Workplace article should be encouraged.)
3. 30 mins. Independent reading activities.

Week 10: Session 1

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt. 10--Text.
   - Study Core words 120-134 for Vocab Test 9.
   - Homework Lesson 9.

   (Homework due Week 11--Session 1)
2. 30 mins. Complete Vocab Test 8.
3. 15 mins. Discuss Core vocab words 120-134.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 9.
5. 25 mins. Reading warm-ups, short readings, Chapt. 9.

Session 2:

1. 30 mins. Long readings, Chapt. 9.
2. 70 mins. Independent reading activities.

Week 11: Session 1:

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt. 11--Text.
   - Study Core words 135-150 for Vocab Test 10.
   - Homework Lesson 10.

   (Homework due Week 12--Session 1)
2. 30 mins. Complete Vocab Test 9.
3. 15 mins. Discuss Core vocab words 135-150.
4. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 10.
5. 25 mins. 30 mins. Reading warm-ups, short readings, Chapt. 10.

Session 2

1. 30 mins. Long readings, Chapt. 10.
2. 70 mins. Independent reading activities.

Week 12: Session 1:

1. 10 mins. Assign Homework:
   - Reading Instruction, Chapt. 12--Text.
   - Review Core vocab words for Final Exam.
   - Homework Lesson 11.

   (Homework due Week 13--Session 1)
2. 30 mins. Complete Vocab Test 10.
3. 20 mins. Discuss and answer questions on Reading Instruction, Chapt. 11.
4. 40 mins. Reading warm-ups, short readings, Chapt. 11.

Session 2:

1. 30 mins. Long readings, Chapt. 11.
2. 40 mins. Read and complete comprehension questions on Workplace Article #4. (Large group discussion of Workplace Article should be encouraged.)
3. 30 mins. Independent reading activities

Week 13:

Session 1:

1. 10 mins. Assign Homework:
   ●Review Core vocab words for Final Exam.
   ●Homework Lesson 12.
   (Homework due Week 14--Session 1)
2. 30 mins. Discuss and answer questions on Reading Instruction, Chapt. 12.
3. 40 mins. Reading warm-ups, short readings, Chapt. 12.
4. 20 mins. Independent reading activities.

Session 2:

1. 30 mins. Long readings, Chapt. 12.
2. 40 mins. Read and complete comprehension questions on Workplace Article #5. (Large group discussion of Workplace Articles should be encouraged.)
3. 30 mins. Independent reading activities.

Week 14:

Session 1:

1. 10 mins. Assign Homework:
   ●Study Core vocabulary for Final Exam (Week 14--Session 2)
2. During this week, teacher conferences with each student to discuss points accumulated toward final grade.
3. 50 mins. Students are divided into small groups for a final review of Core vocabulary words. (See Vocabulary Review Tests)
4. 40 mins. Independent reading activities.

Session 2:

1. 50 mins. Final Exam--Core Vocabulary words.
2. 50 mins. Independent reading activities.

Week 15:

Session 1:

1. 60 mins. Reading Diagnostic Post Test.
2. 40 mins. Independent reading activities.

Session 2:

1. 40 mins. Post Test--Text.
2. 40 mins. Teacher conferences with each student regarding results of Final Exam on Core vocabulary words and Reading Diagnostic Post test.
3. 20 mins. Student evaluation of course.

HANDOUT A

PIKES PEAK COMMUNITY COLLEGE

SYLLABUS
REA 084
DAYS: ________________
TIME: ________________
Office Hours: ____________

INSTRUCTOR:
TELEPHONE:

COURSE MATERIALS

1. Textbook: Book Two: Reading Faster and Understanding More; Third Edition
2. Dictionary--needs to have a minimum of 50,000 entries.
3. Looseleaf notebook/notebook paper

COURSE DESCRIPTION

REA 040 focuses on the teaching and application of basic silent reading skills, analytical reading and reasoning skills, vocabulary development and basic speed training. Computer assisted instruction is also included. Additionally, skills identified as enabling students to improve their abilities in the workplace will be emphasized.

OBJECTIVE

The student will:

1. increase his/her rate of comprehension.
2. improve his/her analytical reasoning skills.
3. build his/her listening, reading, speaking, and writing vocabularies.
4. increase his/her reading speed.
5. improve his/her abilities in the workplace.

ATTENDANCE POLICY

Students who do not attend class, as a general rule, are less likely to be successful in this or any other course. Regular attendance is critical in a reading class in which daily in-class work is an important part of the student's final grade. If you must miss class, you are responsible for obtaining missing assignments and making up the missing in-class work.

TEST MAKE-UP POLICY

Students who miss a test need to be prepared to take the test upon the week of their return to class.

GRADING CRITERIA

For a GRADE of C:	Percentage Points
1. 10 vocabulary tests on 020 Core Vocabulary (Must score 70% or retake exam)	20 points
2. 45 cards from Reading For Understanding	10 points
3. 20 workplace/personal vocabulary words Included with each word: .Phonetic spelling of the word .Part of speech .General definition .Word used in sentence	10 points
4. 5 personal reading goals set and made	5 points
5. Workplace articles & comprehension questions	10 points
TOTAL	70 points

POINTS FOR GRADES OF B OR A:

B = 80-90 points
A = 90-100 points

OPTIONS:

1. Additional workplace/personal vocabulary works - .5 points each
2. 5 RFU's = 1 point
3. Long Readings - points to be arranged with instructor
4. Oral/written reports on readings = points to be arranged with instructor
5. Computer disks
6. Other options as arranged with instructor

CLASS CONTACTS

Name:________________________ Name:______________________

Telephone:____________________ Telephone:__________________

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STATEMENT OF UNDERSTANDING

I have read and fully understand the REA 084 Course Syllabus.

Signature: ____________________________ Date:__________

STUDENT COMMENTS ON COURSE SYLLABUS/ COURSE OUTLINE

____
____
____
____
____

Signature: ____________________________ Date:__________

COURSE OUTLINE

Week 1:	Introduction to Course. Reading Pre-Tests. Questionnaire
Week 2:	Continue Pre-Tests. Lesson 1, Reading Faster and Understanding More (RFUM). Timed readings. Independent reading activities.
Week 3:	Lesson 2, RFUM. Vocabulary Test 1. Timed readings. Independent reading activities.
Week 4:	Lesson 3, RFUM. Vocabulary Test 2. Timed readings. Independent reading activities.
Week 5:	Lesson 4, RFUM. Vocabulary Test 3. Timed readings. Independent reading activities.
Week 6:	Lesson 5, RFUM. Vocabulary Test 4. Timed readings. Independent reading activities.
Week 7:	Lesson 6, RFUM. Vocabulary Test 5. Timed readings. Independent reading activities.
Week 8:	Lesson 7, RFUM. Vocabulary Test 6. Timed readings. Independent reading activities.

Week 9:	Lesson 8, RFUM. Vocabulary Test 7. Timed readings. Independent reading activities.
Week 10:	Lesson 9, RFUM. Vocabulary Test 8. Timed readings. Independent reading activities.
Week 11:	Lesson 10, RFUM. Vocabulary Test 9. Timed readings. Independent reading activities.
Week 12:	Lesson 11. Vocabulary Test 10. Reading comprehension exercises on workplace themes.
Week 13:	Lesson 12. Reading comprehension exercises on workplace themes.
Week 14:	Reading Post-Tests.
Week 15:	Reading Post-Tests. Final Exam.

NAME____________________________ COURSE: REA 084
DATE____________________________ INSTRUCTOR________________

READING in the WORKPLACE..STUDENT QUESTIONNAIRE

Note to students: The questions being asked below are to help me, as your teacher, to design course information around your needs. The answers you write will be considered confidential by me and will not be shown to others without your permission. Thank you in advance for your thoughtful and honest responses.

Instructor signature: ____________________________

1. Please discuss your educational background. (Where did you go to school? What year did you graduate, or what was your last complete year of school? What were your favorite subjects? What were your least favorite subjects?)

2. What do you like about reading?

3. What do you dislike about reading?

4. What things are particularly difficult for you in reading?

5. What subjects would you be most interested in reading about?

6. What was the last thing that your read?

7. Do you read a newspaper every day? If so, which one?

8. Where do you work? How long have you worked there?

9. Describe you job. What duties do you perform in the course of a day?

10. What do you like best about your job?

11. What are the biggest problems for you at work?

12. List three things that would make your job better:

    1.

    2.

    3.

13. What are your future career goals?

14. What are your future educational goals?

15. Is there anything you would like to tell me about yourself that could help me as your teacher?

REA 084

GOALS SHEET

Week 1 Goal: ____________________

____

____________________ WPM ______ COMP. ______

Week 2 Goal: ____________________

____

____________________ WPM ______ COMP. ______

Week 3 Goal: ____________________

____

____________________ WPM ______ COMP. ______

Week 4 Goal: ____________________

____

____________________ WPM ______ COMP. ______

Week 5 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 6 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 7 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 8 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 9 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 10 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 11 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 12 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 13 Goal: ____________________

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____________________ WPM ______ COMP. ______

Week 14 Goal: ____________________

____

____________________ WPM ______ COMP. ______

Week 15 Goal: ____________________

____

____________________ WPM ______ COMP. ______

REA 084 – READING IN THE WORKPLACE

SCORE:

NAME:______________________________

PART I __________

DATE:______________________________

PART II __________

VOCABULARY TEST _______

PART I. Write the word and the correct definition.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12 ____
13. ____
14. ____
15. ____

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Vocabulary Test
Page 2

PART II. Write complete sentences using 5 words of your choice from the list in Part I.

REA 084

VOCABULARY TEST #1

1. infamous
2. implore
3. paltry
4. diversity
5. precarious
6. mired
7. ironical
8. lurking
9. precipitous
10. rending
11. ingenuity
12. periphery
13. laborious
14. capricious
15. dispersed

VOCABULARY TEST #2

1. ambiguous
2. inundate
3. profusely
4. insurmountable
5. paradox
6. teeming
7. rampant
8. limbo
9. adulation
10. rudiments
11. contrite
12. defunct
13. secede
14. adamant
15. animosity

REA 084

VOCABULARY Test #3

1. dogmatic
2. coerce
3. diffidence
4. blithe
5. loquacious
6. archaic
7. captious
8. emulate
9. compunction
10. docile
11. holocaust
12. eschew
13. gregarious
14. flagrant
15. fracas

REA 084

VOCABULARY TEST #4

1. affluence
2. adroit
3. ubiquitous
4. dormant
5. egomaniac
6. omnipotent
7. imperturbable
8. exotic
9. analogous
10. effervescence
11. decimate
12. claustrophobia
13. belated
14. austere
15. ambidextrous

VOCABULARY TEST #5

1. pneumatic
2. dispute
3. extrovert
4. uncouth
5. simultaneous
6. frugal
7. turbulent
8. homogeneous
9. harass
10. paraphernalia
11. gullible
12. implicit
13. incompatible
14. inclement
15. irascible

REA 084

VOCABULARY TEST #6

1. atypical
2. avidity
3. pragmatic
4. salutations
5. ennui
6. authentic
7. mirth
8. comply
9. phenomenon
10. fissure
11. comeuppance
12. clamber
13. cranium
14. cambered
15. inaudible

VOCABULARY TEST #7

1. cowering
2. deranged
3. maimed
4. lavish
5. dismantle
6. relent
7. vengeance
8. haggard
9. unsullied
10. taunting
11. grapple
12. conflagration
13. divergent
14. ensued
15. elongation

VOCABULARY TEST #8

1. squall
2. fiord
3. indomitable
4. Eustachian tube
5. erratic
6. ominous
7. deride
8. prey
9. perilous
10. raconteur
11. simper
12. melee
13. wary
14. gaping
15. penchant

VOCABULARY TEST #9

1. pedestal
2. reciprocates
3. sinister
4. incessant
5. imbedded
6. fossil
7. autocrat
8. doughty
9. amicable
10. encroach
11. capitulate
12. membrane
13. don
14. soluble
15. sporadic

VOCABULARY TEST #10

1. retort
2. glibly
3. contrive
4. deploy
5. acute
6. aghast
7. complacent
8. obliterate
9. opaque
10. sever
11. conspicuous
12. lumbered
13. feasible
14. demise
15. inept

REA 084

CORE VOCABULARY LIST

1. ironical - strangely unusual
2. ingenuity - cleverness
3. rending - tearing
4. lurking - sneaking around; lie in ambush
5. mired - stuck (such as in mud)
6. precipitous - steep
7. laborious - long hard work
8. capricious - unpredictable
9. dispersed - scattered
10. periphery - outer edges
11. infamous - notoriously bad
12. implore - to beg someone
13. precarious - risky
14. diversity - variety
15. paltry - insignificant (doesn't amount to much)
16. profusely - freely
17. secede - withdraw
18. rampant - widespread
19. insurmountable - unable to overcome
20. inundate - to flood (especially with water)
21. teeming - crowded
22. paradox - a statement which seems contradictory, yet it is true
23. rudiments - basic principles
24. adamant - firm in purpose or opinion
25. ambiguous - may be interpreted in more than one way
26. contrite - humbled by guilt
27. defunct - ceased to live or exist
28. limbo - an intermediate place or state
29. adulation - excessive praise
30. animosity - bitter hostility
31. coerce - made to do something through pressure or force
32. docile - gentle
33. emulate - to copy
34. archaic - ancient
35. dogmatic - overbearing; tending to dictate
36. blithe - cheerful
37. captious - at type of disposition that finds fault and makes criticism
38. loquacious - very talkative
39. compunction - sense of guilt; remorse
40. diffidence - lacking self-confidence

41. eschew - to avoid
42. fracas - a disorderly conduct
43. flagrant - extremely conspicuous; shocking
44. gregarious - seeking and enjoying the company of others
45. holocaust - terrible destruction
46. imperturbable - not capable of being upset
47. omnipotent - all powerful
48. egomaniac - preoccupation wit oneself
49. dormant - lying as if asleep
50. ubiquitous - seeming to be everywhere at the same time
51. adroit - skillful
52. affluence - a lot of material goods; wealth
53. ambidextrous - able to use both hands with equal ease
54. austere - severe or stern in disposition
55. belated - tardy; late
56. claustrophobia - fear of closed or confined spaces
57. decimate - to destroy
58. effervescence - bubbling
59. analogous - alike in certain ways
60. exotic - foreign; having the charm of the unfamiliar
61. extrovert - outgoing person; an individual interested in others
62. frugal - avoiding unnecessary spending of money
63. homogeneous - alike in nature or kind
64. harass - to disturb or irritate persistently
65. gullible - easily deceived
66. implicit - understood although no directly expressed
67. incompatible - incapable of blending due to disharmony
68. inclement - stormy; severe or unmerciful
69. irascible - prone to outbursts of anger
70. paraphernalia - personal belongings
71. turbulent - violently disturbed or agitated
72. simultaneous - done at the same time
73. uncouth - crude
74. dispute - disagreement
75. pneumatic - operated by compressed air
76. inaudible - unable to be heard
77. cambered - arched
78. pragmatic - practical
79. cranium - skull
80. phenomenon - an unusual occurrence
81. salutations - greetings
82. comply - to act according to a command or request
83. clamber - to crawl clumsily
84. ennui - boredom
85. fissure - crack
86. avidity - eagerness

87. authentic - genuine
88. comeuppance - deserved punishment
89. mirth - laughter
90. atypical - not typical
91. deranged - insane
92. haggard - worn and exhausted
93. vengeance - revenge
94. dismantle - take apart
95. taunting - teasing
96. cowering - trembling
97. lavish - extravagant
98. unsullied - pure
99. relent - give in
100. maimed - crippled
101. conflagration - destructive fire
102. elongation - lengthening
103. divergent - departing from a common point
104. ensued - following
105. grapple - to hold firmly as with the hands
106. Eustachian tube - passage from the ear to the throat
107. fiord - fjord - inlet from the sea
108. ominous - threatening
109. perilous - dangerous
110. erratic - irregular
111. wary - cautious
112. squall - brief windstorm
113. prey - victim
114. deride - disrespect shown by ridicule and laughter
115. indomitable - unconquerable
116. melee - hand t hand fighting; violet free for all
117. gaping - deep and wide opening
118. raconteur - skilled storyteller
119. penchant - strong liking
120. simper - to smile in a silly manner
121. autocrat - a person ruling with unlimited power
122. fossil - any remains of an animal or plant that has been preserved in the earth's crust
123. imbedded - firmly set within
124. incessant - continues without stopping
125. sinister - evil
126. reciprocates - gives in return
127. pedestal - a support or base for a column or statue; a position of high regard or adoration
128. sporadic - occurring at irregular intervals; having no pattern
129. soluble - can be dissolved
130. don- put on such as clothing
131. membrane - thin layer
132. capitulate - surrender

133. encroach - intrude
134. amicable - friendly
135. doughty - courageous; valiant
136. inept - incompetent
137. demise - death
138. sever - to break off such as a relationship
139. feasible - possible
140. complacent - smug; self satisfied
141. contrive - to plan with cleverness
142. glibly - performed with natural ease (ex.: a glib conversationalist)
143. retort - a quick reply marked by sharpness
144. lumbered - to walk or move with heavy clumsiness
145. deploy - to spread out (troops) over an area
146. aghast - shocked; terrified
147. obliterate - blotted out
148. conspicuous - easy to notice; obvious
149. opaque - not transparent - can't see through
150. acute - critical; extremely severe

RESOURCE SHEET #1

1. Vocalizing:	Vocalizing means sounding out each word as if you were reading aloud. You may only be "saying" the word in your mind but you are still sounding the word. You may also be moving your lips or if the lips don't move, there may be movement in your throat muscles that you are saying the words, you are vocalizing. This habit is a carry-over from oral reading and is apt to continue as long as you read word by word or less than 250 wpm.
2. Word-by-Word Reading:	Word-by word reading is looking at one word at a time to be sure you understand that word which will often cause you to lose the overall meaning of the sentence or the paragraph. This is also an oral reading habit and relates closely to vocalizing. You cannot be a "thought reader" as long as you read word-by-word.
3. Finger and Pencil Pointing:	Following a line of print with your finger, pencil, or some other guide slows you down because they do not move as fast as you eyes can move.
4. Moving Your Head:	Moving your head from side to side as you read takes much more effort than moving the eyes. It will slow you down and also make you tired quicker. When you read, nothing needs to move except your eyes.
5. Inner Ear Hearing	Inner ear hearing is as if there were a tape recorder inside the reader's head which says the words the reader sees. The reader may have broken the other poor reading habits such as vocalizing and pointing, but he still "hears" the words. Until a reader reads at about 300 wpm or more the tape continues to read the words and slow him down.
6. Word Blocking:	Word blocking means stopping to worry about an unfamiliar word. This breaks the rhythm of your reading and makes you lose the trend of thought or miss some of the main ideas. It also shows continued concern with individual words rather than thought units. If you find yourself doing this often, it probably means your vocabulary is not as good as it should be for the material you are reading. Often you will find the meaning of words is made clear by context if you continue reading. After you finish reading, then look the words up in the dictionary if you are still not sure of the meaning. Remember if you read for ideas, you don't need to always know the exact meaning of each word while you are reading, but can often get the general meaning of a word which will be enough at that moment.

7. Word Analysis:	This is another slow up which comes from a limited vocabulary. If you stop to analyze a strange word for its origin, structure, prefixes, and suffixes, you will lose your thought pattern just as you did above in word blocking. Also, even if you analyze the word, its real meaning will still depend upon context. The analysis of words is a sound vocabulary building skill but should be done either before or after the reading. Remember to read for the larger ideas. Seek the ideas behind the words and you won't have to stop so often for unfamiliar words. Remember, you build your vocabulary before and after you read, only noting the words you don't know, then spend more time learning new words and try reading less difficult material until your vocabulary has grown.
8. Numbers:	Do you come to a complete stop every time you see a number? Numbers, like words, are only symbols of meaning. Unless you are reading specifically for the numbers, try to think of the numbers in a relationship by using a verbal symbol such as "many" or "few," "long ago," "recently," "next year." This helps you get the idea and most often we do not need to know the exact number to understand the author. Actually you will get more meaning if you see relationships immediately.
9. One Rate Reading:	Reading everything at the same pace is tiresome and discouraging. You should not read light fiction at the same speed you read your study assignments for your reading course. One of your objectives will be to develop a flexibility of rate so that when you read for pleasure, you will read at a faster rate than when you read assignments or material where details are important. You will learn to adjust your rate to fit the type of material being read and your reason for reading it. Good readers may read at a very slow rate if they want a detailed understanding but read at a rate of several hundred words per minute on fiction and other materials they are reading for main ideas or for recreation. Remember that it is important not to read everything at the same rate.
10. Ignoring Authors' Clues:	Some readers never notice such things as headings, sub-titles, styles of type, listings, illustrations, introductions, and summaries. These are important clues put in by the author to guide you and you should begin right now to pay attention to read faster. In any new reading material that you have, spend a few minutes before you read looking at the signposts the author has put up for you.

11. Regressing:	To regress means to go back. Going back to reread words or phrases is an indication that you do not feel secure about your ability to understand what you are reading. It slows you down a great deal because you are constantly thinking back instead of looking ahead to spot new ideas. You miss ideas until you have gone past them and then you have to go back to pick them up. The more you regress, the more necessary regression becomes to you. Try to concentrate on reading everything only once. You'll be surprised to find that you do get an overall understanding of what you read without going back to reread words or phrases.
12. Rereading	Closely associated with regression is the habit of going back to read the whole assignment over again to be sure you understand it. Rereading is not a very effective method of review immediately after study. If you do a good job of reading the first time, to spend a few minutes of reciting after the reading will help you more than rereading. To recite means to think about what you have rad and try to put the author's ideas in your own words. This will help you remember better also.
13. Lack of Concentration:	Daydreaming, thinking about things other than what you are reading, means you are not concentrating. Concentration is a skill in itself and can be developed. During your reading course we will try to develop this skill and you will find as you broaden your base of knowledge and read more about more things your concentration will improve. Also as your rate goes up so will your concentration, as your mind won't have time to wander.

BE ABLE TO NAME ANY 4 OF THESE AND EXPLAIN WHAT YOU MEAN

REA 084
NAME: ______________________________

VOCABULARY REVIEW TEST #1
(Words taken from vocabulary tests 1 & 2)

Match the words on the left with the correct definitions on the right. Place the letter in the blank.

1. Ironical _____
2. Ingenuity _____
3. precipitous _____
4. laborious _____
5. capricious _____
6. dispersed _____
7. periphery _____
8. infamous _____
9. precarious _____
10. diversity _____
11. profusely _____
12. rampant _____
13. insurmountable _____
14. inundate _____
15. paradox _____
16. rudiments _____
17. adamant _____
18. ambiguous _____
19. defunct _____
20. animosity _____

A. notoriously bad
B. long hard work
C. unpredictable
D. strangely unusual
E. widespread
F. unable to overcome
G. firm in purpose/opinion
H. cleverness
I. a contradictory, but true statement
J. basic principles
K. bitter hostility
L. ceased to live/exist
M. may be interpreted in more than one way
N. to flood
O. freely
P. steep
Q. risky
R. scattered
S. variety
T. outer edges

REA 084
NAME: ______________________________

VOCABULARY REVIEW TEST #2
(Words taken from vocabulary tests 3 & 4)

Match the words on the left with the correct definitions on the right. Place the letter in the blank.

1. affluence _____
2. ambidextrous _____
3. decimate _____
4. exotic _____
5. analogous _____
6. austere _____
7. ubiquitous _____
8. omnipotent _____
9. claustrophobia _____
10. egomaniac _____
11. dogmatic _____
12. coerce _____
13. loquacious _____
14. archaic _____
15. emulate _____
16. compunction _____
17. holocaust _____
18. gregarious _____
19. flagrant _____
20. fracas _____

A. made to do something through pressure or force
B. to copy; imitate
C. ancient
D. overbearing; tending to dictate
E. very talkative
F. sense of guilt; remorse
G. disorderly
H. seeking and enjoying the company of others
I. extremely conspicuous; shocking
J. terrible destruction
K. all powerful
L. preoccupation with oneself
M. seeming to be everywhere at the same time
N. many material goods; wealth
O. able to use both hands with equal ease
P. severe or stern in disposition
Q. fear of closed or confined space
R. to destroy
S. alike in certain ways
T. foreign; having the charm of the unfamiliar

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NAME: ______________________________

VOCABULARY REVIEW TEST #3

(Words from vocabulary tests 5 & 6)

Match the words on the left with the correct definitions on the right. Place the letter in the blank.

1. frugal _____
2. harass _____
3. gullible _____
4. implicit _____
5. incompatible _____
6. inclement _____
7. irascible _____
8. turbulent _____
9. simultaneous _____
10. uncouth _____
11. pneumatic _____
12. cambered _____
13. pragmatic _____
14. cranium _____
15. phenomenon _____
16. comply _____
17. fissure _____
18. avidity _____
19. comeuppance _____
20. atypical _____

A. not typical
B. deserved punishment
C. skull
D. operated by compressed air
E. crack
F. avoids unnecessary spending of money
G. crude
H. incapable of blending due to disharmony
I. violently disturbed; agitated
J. an unusual occurrence
K. eagerness
L. practical
M. prone to outbursts of anger
N. done at the same time
O. to irritate persistently
P. understood although no directly expressed
Q. stormy; severe or unmerciful
R. easily deceived
S. to act according to a command or request
T. arched

REA 084 -
NAME: _______________________________

VOCABULARY REVIEW TEST #4
(Words from vocabulary tests 7 & 8)

Match the words on the left with the correct definitions on the right. Place the letter in the blank.

1. deranged _____
2. vengeance _____
3. dismantle _____
4. taunting _____
5. cowering _____
6. lavish _____
7. relent _____
8. maimed _____
9. divergent _____
10. grapple _____
11. ominous _____
12. perilous _____
13. erratic _____
14. wary _____
15. squall _____
16. prey _____
17. deride _____
18. indomitable _____
19. raconteur _____
20. penchant _____

A. take apart
B. crippled
C. insane
D. trembling
E. departing from a common point
F. strong liking
G. threatening
H. brief windstorm
I. to hold firmly as with the hand
J. revenge
K. give in
L. victim
M. dangerous
N. skilled story teller
O. extravagant
P. cautious
Q. teasing
R. irregular
S. unconquerable
T. disrespect shown by ridicule and laughter

READING SKILLS
FOR
THE WORKPLACE
(BOOK 1)

PUEBLO COMMUNITY COLLEGE
M. D. VICE

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WORKPLACE READING

Abstract

The reading program is designed to provide students an opportunity to develop a wide variety of comprehension skills. Through selected activities the student will be introduced to developing vocabulary, main idea, and detail; organizing thought; reading critically; and determining inferences. These skills will be further developed by forming relationships to the workplace. The lessons will be presented in a sequential order designed to build on and reinforce the principles presented in the earlier lessons. Each lesson will include objectives, perception and comprehension, exercises, reading instructions, theme, practice paragraphs, words in context, previewing exercise, timed readings, and optional writing and discussion activities. At the completion of the program the student should show improvement in both the cognitive and affective areas.

OBJECTIVES

Course Objectives: WPL Reading

Develop skills in perception and comprehension:

- To develop skills in finding the main idea
- To develop skills in retaining details
- To develop skills in recognizing transitions
- To develop organizational skills
- To apply skimming for overview
- To apply critical reading and thinking skills
- To recognize inferences
- To develop skills in interpreting literature
- To improve personal vocabulary
- To make application to the workplace

TIME AND MATERIALS

Timing

There will be two meetings a week for eight weeks which will equal 40 hours of instruction.

Each class period will be divided into the following:

1. Presentation
2. Demonstration
3. Application
4. Evaluation

Materials

Course Syllabus
Paper and Pencil
Text

COURSE PLAN

Daily Plan for Class

Introduction	5 Minutes
Presentation (Instruction)	45 Minutes
Demonstration (Student)	45 Minutes
In-class work period	35 Minutes
Summary and evaluation	20 Minutes
TOTAL	150 Minutes

Total Program Plan

Presentation (Instructor)	14 Hours
Demonstration (Instructor & Student)	12 Hours
In-class work (Student)	9 Hours
Summary and evaluation (Inst)	5 Hours
TOTAL	40 Hours

STUDENT VARIABLES INFLUENCING LEARNING

- Prior Knowledge
- Experience
- Special Aptitudes
- Motivation
    - Alertness
    - Attention
    - Persistence
- Work Schedule
- Job Responsibility

TEACHING VARIABLES INFLUENCING LEARNING

- Personnel
- Training and Supervision
- Curriculum
  - Goals
  - Objectives
- Teaching Style
  - Motivation
  - Pacing of Instruction
  - Re-enforcement
- Time
- Structure
- Evaluation
  - Feedback
  - Remediation
  - Observation
  - Testing

TASK VARIABLES INFLUENCING LEARNING

- Content - What to Teach
- Sequence - When to Teach
- Method - How to Teach

BENEFITS OF READING COMPETENCE

- Personal Improvement
- Advancement in Job
- Mastery of Essential Skills
- Critical Thinking
- Problem Solving
- Further Educational Opportunities
- Ability to Follow Directions
- Creative Application of Skills
- Application to Workplace

POSITIVE CLASSROOM ACTIVITIES

- Discussing or Reviewing Classwork or Homework
- Introducing New Concepts
- Student Demonstration of Work
- Focusing Instruction on a Small Group or Total Group (not an individual)
- Positive Corrective Feedback to Incorrect Responses
- Using Short Quizzes
- Consistency in Sequence of Instruction

NEGATIVE CLASSROOM ACTIVITIES

- Teacher doing Organization or Management Tasks during Class Time
- Too Much Class Time for Written Assignments
- Too Much Time Spent with One Student
- Intrusions
- Uninvolved Students
- Misbehavior or Negative Interactions

CONCLUSIONS

- Teachers need to be interactive and directly involved with students to keep them on task.
- Teachers should distribute questions or problems to all members of the class and be supportive and guiding in their feedback.
- Teachers should offer several activities during a class period so that students can develop speaking, reading, listening, and writing skills. This helps students integrate information.
- The classroom must have minimal distractions or intrusions.
- Effective schools are friendly, teachers are available to students, and student success is recognized.

COURSE SYLLABUS

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 1

B. Topic: Preparing for a New Course

C. Prerequisite: None

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to identify good reading habits, apply previewing skills, and read in logical phrases.

1. Activity:
   - a. The student will complete exercises 1A and 1B in word perception.
   - b. The student will complete exercises 1C and 1D in word comprehension.
   - c. The student will complete exercises 1E and 1F in phrase perception.
   - d. The student will complete exercise 1G, 1H, and 1I in short readings.
2. Conditions: Lecture and classroom
3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 1 Level 1

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: I

I. Comprehension And Rate Pretest

II. Vocabulary Pretest

III. Word Attack Pretest

IV. Preparing For A New Course
  A. Word Perception
    1. Size and shape
    2. Meaning and sound
    3. Words in context
  B. Word Comprehension
    1. Meanings
    2. Synonyms
    3. Closest meaning
  C. Phrase Perception
    1. Find key phrase
    2. Size and shape
    3. Peripheral vision
  D. Suggestions to Help Prepare for this New Course of Study
    1. Relax
    2. Concentrate
    3. Form good physical habits
    4. Use the preview - skimming technique
    5. Correct poor physical habits
    6. Correct poor mental habits
    7. Read in phrases

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 2

B. Topic: Finding the Main Idea

C. Prerequisite: Preparing for a New Course

D. Purpose: Perception and Comprehension Exercise

E. Performance Objective: The student should be able to identify the topic of a reading selection, to distinguish between topic and main idea, to state the author's main idea in paragraph, and to find the author's theses in articles.

1. Activity:
   - a. The student will complete exercises 2A and 2B in word perception.
   - b. The student will complete exercises 2C and 2D in word comprehension.
   - c. The student will complete exercises 2E and 2F in sentence comprehension.
   - d. The student will complete exercises 2G and 2H in short readings.
   - e. The student will complete exercise 2I in long readings.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 1 Level 1

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: II

- I. Word Perception -- Identical Words
- II. Word Comprehension -- Closed Meaning
- III. Sentence Comprehension
  - A. Topic
    - 1. Noun
    - 2. Pronoun
  - B. Verb
    - 1. Action
    - 2. State of being
  - C. Description Words
- IV. Finding The Main Idea
  - A. Read the Title
  - B. Read First Paragraph
  - C. Read Last Paragraph
  - D. Marginal Notes
  - E. Where to Find the Main Idea
  - F. Where to Find the Topic Sentence
  - G. Infer
  - H. Imply
    - 1. Supporting detail
    - 2. Examples

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 3

B. Topic: More about Main Idea

C. Prerequisite: Finding the Main Idea

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to form generalizations about a list of specifics, to tell the general idea in a paragraph from the supportive details and to generalize the main idea in paragraphs that both implied and stated main ideas.

1. Activity:
    - a. The student will complete exercises 2A and 3B in phrase perception.
    - b. The student will complete exercises 3C and 3D in word comprehension.
    - c. The student will complete exercises 3E and 3F in phrase comprehension.
    - d. The student will complete exercises 3G and 3H in short reading.
    - e. The student will complete exercise 3I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 1 Level 1

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: III

I. More About Main Idea
    A. Phrase Perception
    B. Word Comprehension
    C. Phrase Comprehension
    D. Elements of Paragraph
        1. Topic
        2. Main idea
        3. Supporting details
    E. Main Idea
    F. Supporting Details

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 4

B. Topic: Retaining Details

C. Prerequisite: More about Main Idea

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to identify the topic and the main idea, to connect the detail with the main idea, to remember only the important details, to recognize the eight patterns authors use to organize their ideas, and to apply skills to practice paragraphs and articles.

1. Activity:
    a. The student will complete exercises 4A and 4B in phrase perception.
    b. The student will complete exercises 4C and 4D in word comprehension.
    c. The student will complete exercises 4E and 4F in sentence comprehension.
    d. The student will complete exercises 4G and 4H in short reading.
    e. The student will complete exercise 4I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ________________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 1 Level 1

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: IV

I. Retaining Details
   A. Phrase Perception
   B. Word Comprehension
   C. Sentence Comprehension

II. Finding The Main Idea

III. Relate Details To Main Idea
   A. Only Necessary Details
   B. Eliminate Trivia

IV. Recognizing The Pattern Of Details
   A. Description - Who, What, How about Main Idea
   B. Process - Descriptive Details
   C. Time Sequence - (Chronology)
   D. Example of Illustration - Support or Explain
   E. Classification - Categories or Classes
   F. Cause and Effect - Topic Sentence, Supporting
   G. Comparison and Contrast - Commonalities and Differences
   H. Addition - Organized List of Points

V. Retaining Important Details
   A. Find the Topic and the Main Idea
   B. Associate Details with the Main Idea
   C. Remember only Important Details
   D. Recognize the Pattern by which the Main Idea is Developed

LESSON PLAN

A. Course Title: WPL Reading Plan Number: 5

B. Topic: Recognizing Transitions

C. Prerequisite: Retaining Details

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to identify how writers organize their ideas to learn levels of detail and to apply skills to practice paragraphs and articles.

1. Activity:
    a. The student will complete exercises 5A and 5B in phrase perception.
    b. The student will complete exercises 5C and 5D in word comprehension.
    c. The student will complete exercises 5E and 5F in phrase comprehension.
    d. The student will complete exercises 5G and 5H in short reading.
    e. The student will complete exercise 5I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 1 Level 1

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: V

- I. Recognizing Transitions
  - A. Phrase Perception
  - B. Word Comprehension
  - C. Phrase Comprehension

- II. Transition
  - A. Passage of One Idea to Another
  - B. Clues to Author's Organization
    - 1. Description - position or location
    - 2. Process - stages or steps
    - 3. Example illustration - for instance or that is
    - 4. Cause and effect - as a result or therefore
    - 5. Comparison - similarities
    - 6. Contrast- but, yet, however
    - 7. Addition - enumeration - and, also, first
    - 8. Time sequence - later, after, once

- III. Levels of Detail
  - A. First Level - Most Important
  - B. Second Level - Less Important

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 6

B. Topic: Organizing Thoughts

C. Prerequisite: Recognizing Transitions

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to learn how to progress from a rough, informal outline to a format sentence outline and to apply the steps of outlining to the paragraphs and two long articles.

1. Activity:
   - a. The student will complete exercises 6A and 6B in phrase perception.
   - b. The student will complete exercises 6C and 6D in word comprehension.
   - c. The student will complete exercises 6E and 6F in sentence comprehension.
   - d. The student will complete exercises 6G and 6H in long readings.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 1 Level 1

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: VI

I. Organizing Thoughts
  A. Phrase Perception
  B. Word Comprehension
  C. Sentence Comprehension

II. Reading Instructions: Organizing Thoughts
  A. Mapping
    1. Ideas
    2. Supporting details
  B. Outlining
    1. List
    2. Details
    3. Numbering system
    4. Steps
      a. First level details
      b. Assign Roman numerals to first level details
      c. Use capital letters for second level details
      d. Use numbers to show third level details
  C. Topic of Sentence Outline
  D. Finding the Author's Pattern of Thought

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 7

B. Topic: Using PRO - How the Pros Study - Read

C. Prerequisite: Organizing Thoughts

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to learn a method for active and aggressive study: reading (PRO = Prepare - Read - Organize) to apply the PRO method to two long articles using the previewing and outlining steps.

1. Activity:
    a. The student will complete exercises 7A and 7B in phrase perception.
    b. The student will complete exercises 7C and 7D in word comprehension.
    c. The student will complete exercises 7E and 7F in phrase comprehension.
    d. The student will complete exercises 7G and 7H in long readings.
2. Condition: Lecture and classroom
3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 1 Level 2

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: VII

I. Using PRO
   - A. Prepare
   - B. Read
   - C. Organize

II. Studying Passively
   - A. Major Points
   - B. Minor Points

III. Studying Actively
   - A. Organize Your Thoughts
   - B. Organize Materials

IV. Step One - Prepare
   - A. Look Over the Unit
     1. Title
     2. Chapter
     3. Heading
     4. Author
     5. Subheadings
     6. Subtitles
     7. Systems of print of numbering
     8. Bold face or italics
   - B. Digest the Information
     1. Topic
     2. Main ideas
     3. Supporting ideas
     4. Author's organization
   - C. Ask Yourself Questions about Your Preview
     1. What does the topic or title mean?
     2. How many subdivisions
     3. How does it fit the course?

V. Step Two - Read
   - A. Entire Unit
   - B. Relate Main Ideas as You Read
   - C. Do Not Stop
   - D. Do Not Take Notes

VI. Step Three - Organize
    A. Digest What You Have Read
    B. Take Notes
    C. Write an Outline
    D. Review the Materials You Have Organized
    E. Add Teacher Note
    F. Use Flash Cards for Facts, Terms, or Names

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 8

B. Topic: Skimming for Overview

C. Prerequisite: Using PRO

D. Purpose: Perception and Comprehension in Timed Exercises

E. Performance Objective: The student should be able to know when to skim for the general idea, to incorporate the preview technique into skimming for overview, and skim for general idea.

1. Activity:
    a. The student will complete exercises 8A and 8B in phrase perception.
    b. The student will complete exercises 8C and 8D in word comprehension.
    c. The student will complete exercises 8E and 8F in sentence comprehension.
    d. The student will complete exercises 8G and 8H in short readings.
    e. The student will complete exercise 8I in long reading.

2. Condition: Lecture and classroom

3. Standards: 80% on unit exam

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 1 Level 2

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: VIII

- I. Reading Instruction: Skimming For Overview
  - A. What is Skimming?
    - 1. Scanning and interchangeable words
    - 2. Reading for the general idea
    - 3. The big picture
  - B. Scanning
  - C. When to Skim
    - 1. To reread material
    - 2. To sort out and discard
    - 3. To "try before you buy"
    - 4. To passover minor or uninteresting sections
    - 5. To keep informed in a general way about news
    - 6. To review lecture notes
    - 7. To see which reference material might be useful to your term paper.
    - 8. To be able to discuss the general content of a reading assignment when you didn't have time to read and study it
  - D. How to Skim
    - 1. Survey for topic, length of material, and organization
    - 2. Read title and first paragraph, look for thesis, if not in first paragraph, check second
    - 3. Look for main idea in first paragraph
    - 4. Look for important transitions
    - 5. Decide the article's main pattern of organization
    - 6. Resist the temptation to read everything

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 9

B. Topic: Reading Critically

C. Prerequisite: Skimming for Overview

D. Purpose: Perception and Comprehension Exercises

E. Performance Objective: The student should be able to recognize the author's purpose, to learn to tell facts from opinions, and to judge how reliable an author's facts and opinions might be.

1. Activity:
    a. The student will complete exercises 9A and 9B in phrase perception.
    b. The student will complete exercises 9C and 9D in word comprehension (variation).
    c. The student will complete exercises 9E and 9F in phrase comprehension (variation).
    d. The student will complete exercises 9G and 9H in long readings.

2. Conditions: Lecture and classroom

3. Standards: 80% on exercises and unit exam

F. ____
(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 1 Level 2

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: IX

I. Reading Instruction: Reading Critically
  A. Recognize and Better Understand Ideas Presented
  B. Gain Ability to Question
  C. A Tool to Use in Your Own Writing and Speaking

II. Determining An Author's Purpose
  A. To Inform
  B. To Persuade
  C. To Entertain

III. Telling Facts From Opinions
  A. Factual Statements Can be Proven True.
  B. Opinion Statements are Judgments.

IV. Evaluating The Evidence
  A. How Good are the Facts?
  B. Are They Reliable?
  C. Are the Opinions Based on Fact?

V. Summary
  A. First Decide an Author's Purpose
  B. Notice Which Statements are Facts and Which are Opinions
  C. Check for Reliability
  D. Do They Fit the Author's Purpose?

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 10

B. Topic: Determining Inferences

C. Prerequisite: Reading Critically

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to learn to draw inferences (or conclusions) from more difficult paragraphs and articles.

1. Activity:
   - a. The student will complete exercises 10A and 10B in phrase perception (variation).
   - b. The student will complete exercises 10C and 10D in word comprehension (variation).
   - c. The student will complete exercises 10E and 10F in sentence comprehension.
   - d. The student will complete exercises 10G and 10H in short readings.
   - e. The student will complete exercise 10I in long reading.

2. Condition: Lecture and classroom

3. Standards: 80% on exercises and unit exam

F.

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 1 Level 2

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: X

I. Reading Instruction: Determining Inferences
  A. Reading Beneath the Surface
  B. Not Stated but Intended for Your Understanding

II. Inferring From Actions
  A. Dogs Barking - Sleepless Neighbors
  B. Tires Screeching - Accident

III. Inferring From Words
  A. May Be Less Obvious
  B. May Be Found In
    1. A political speech
    2. An advertisement
    3. The text of a new law
    4. The entire style, setting, and character development of a novel or movie

IV. Connotations of Words
  A. Literal Meaning
  B. Connotation
  C. Neutral Language
  D. Using Connotations
    1. To set a mood
    2. To inspire you to action
    3. To plant ideas in your mind
    4. To entertain

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 11

B. Topic: Reading Deeper for Inferences

C. Prerequisite: Determining Inferences

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to learn three common literacy devices (tone, irony, satire) used in fiction and to learn to draw deeper inferences in more imaginative paragraphs and articles.

1. Activity:
   - a. The student will complete exercises 11A and 11B in phrase perception (variation).
   - b. The student will complete exercises 11C and 11D in word comprehension (variation).
   - c. The student will complete exercises 11E and 11F in phrase comprehension (variation).
   - d. The student will complete exercises 11G and 11H in short readings..
   - e. The student will complete exercise 11I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on exercises and unit exam

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 1 Level 2

LESSON OUTLINE

A. Course Title: WPL Reading B. Lecture Number: XI

I. Reading Instruction: Reading Deeper For Inferences
    A. Recognizing Subtle Inferences
        1. Tone
        2. Irony
        3. Satire
    B. How to Determine Tone
        1. Moods or ideas
        2. Joy or anger
        3. Inflection
        4. Facial expression
        5. Gestures
    C. How Does the Writer Express Tone
        1. Characterization
        2. Situation
    D. Tone in the Writer's Attitude toward His Subject
        1. Inferences
        2. Style
    E. Irony
        1. Saying one thing - meaning another
        2. Sarcasm
    F. Satire
        1. To ridicule something or someone
        2. Sometimes very subtle

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 12

B. Topic: Interpreting Literature

C. Prerequisite: Reading Deeper for Inferences

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to pick out common literary elements (character, conflict, and theme) used in imaginative writing and to practice interpreting literature in poems and short stories.

1. Activity:
   a. The student will complete exercises 12A and 12B in phrase perception (variation).
   b. The student will complete exercises 12C and 12D in word comprehension (variation).
   c. The student will complete exercises 12E and 12F in phrase comprehension (variation).
   d. The student will complete exercises 12G and 12H in short readings (variation).
   e. The student will complete exercise 12I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on exercises and unit exam

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 1 Level 2

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: XII

I. Interpreting Literature
   - A. Main Idea
   - B. Details
   - C. Inferences

II. Why Interpret Literature
   - A. Appreciation
   - B. Character
   - C. Conflict
   - D. Theme

III. Character
   - A. Personality Traits
   - B. Rounded
   - C. Flat or Stereo Typed

IV. Conflict
   - A. Physical
   - B. Psychological
     - 1. Internal
     - 2. External
   - C. Resolution of Conflict

V. Theme
   - A. Implied Main Idea
   - B. By Character

VI. Summary
   - A. Identify Personality Traits
   - B. Identify Conflict of the Main Character
   - C. Resolution of Conflict

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READING SKILLS FOR THE WORKPLACE

(BOOK 2)

PUEBLO COMMUNITY COLLEGE
M. D. VICE

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WORKPLACE READING

Abstract

The reading program is designed to provide students an opportunity to develop a wide variety of comprehension skills. Through selected activities the student will be introduced to developing vocabulary, main idea, and detail; organizing thought; reading critically; and determining inferences. These skills will be further developed by forming relationships to the workplace. The lessons will be presented in a sequential order designed to build on and reinforce the principles presented in the earlier lessons. Each lesson will include objectives, perception and comprehension, exercises, reading instructions, theme, practice paragraphs, words in context, previewing exercise, timed readings, and optional writing and discussion activities. At the completion of the program the student should show improvement in both the cognitive and affective areas.

OBJECTIVES

Course Objectives: WPL Reading

Develop skills in perception and comprehension:

- To develop skills in finding the main idea
- To develop skills in retaining details
- To develop skills in recognizing transitions
- To develop organizational skills
- To apply skimming for overview
- To apply critical reading and thinking skills
- To recognize inferences
- To develop skills in interpreting literature
- To improve personal vocabulary
- To make application to the workplace

TIME AND MATERIALS

Timing

There will be two meetings a week for eight weeks which will equal 40 hours of instruction.

Each class period will be divided into the following:

1. Presentation
2. Demonstration
3. Application
4. Evaluation

Materials

Course Syllabus
Paper and Pencil
Text

COURSE PLAN

Daily Plan for Class

Introduction	5 Minutes
Presentation (Instruction)	45 Minutes
Demonstration (Student)	45 Minutes
In-class work period	35 Minutes
Summary and evaluation	20 Minutes
TOTAL	150 Minutes

Total Program Plan

Presentation (Instructor)	14 Hours
Demonstration (Instructor & Student)	12 Hours
In-class work (Student)	9 Hours
Summary and evaluation (Inst)	5 Hours
TOTAL	40 Hours

STUDENT VARIABLES INFLUENCING LEARNING

- Prior Knowledge
- Experience
- Special Aptitudes
- Motivation
    - Alertness
    - Attention
    - Persistence
- Work Schedule
- Job Responsibility

TEACHING VARIABLES INFLUENCING LEARNING

- Personnel
- Training and Supervision
- Curriculum
    - Goals
    - Objectives
- Teaching Style
    - Motivation
    - Pacing of Instruction
    - Re-enforcement
- Time
- Structure
- Evaluation
    - Feedback
    - Remediation
    - Observation
    - Testing

TASK VARIABLES INFLUENCING LEARNING

- Content - What to Teach
- Sequence - When to Teach
- Method - How to Teach

BENEFITS OF READING COMPETENCE

- Personal Improvement
- Advancement in Job
- Mastery of Essential Skills
- Critical Thinking
- Problem Solving
- Further Educational Opportunities
- Ability to Follow Directions
- Creative Application of Skills
- Application to Workplace

POSITIVE CLASSROOM ACTIVITIES

- Discussing or Reviewing Classwork or Homework
- Introducing New Concepts
- Student Demonstration of Work
- Focusing Instruction on a Small Group or Total Group (not an individual)
- Positive Corrective Feedback to Incorrect Responses
- Using Short Quizzes
- Consistency in Sequence of Instruction

NEGATIVE CLASSROOM ACTIVITIES

- Teacher doing Organization or Management Tasks during Class Time
- Too Much Class Time for Written Assignments
- Too Much Time Spent with One Student
- Intrusions
- Uninvolved Students
- Misbehavior or Negative Interactions

CONCLUSIONS

- Teachers need to be interactive and directly involved with students to keep them on task.
- Teachers should distribute questions or problems to all members of the class and be supportive and guiding in their feedback.
- Teachers should offer several activities during a class period so that students can develop speaking, reading, listening, and writing skills. This helps students integrate information.
- The classroom must have minimal distractions or intrusions.
- Effective schools are friendly, teachers are available to students, and student success is recognized.

COURSE SYLLABUS

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 1

B. Topic: Preparing for a New Course

C. Prerequisite: None

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to identify good reading habits, apply previewing skills, and read in logical phrases.

1. Activity:
    - a. The student will complete exercises 1A and 1B in word perception.
    - b. The student will complete exercises 1C and 1D in word comprehension.
    - c. The student will complete exercises 1E and 1F in phrase perception.
    - d. The student will complete exercise 1G, 1H, and 1I in short readings.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 2 Level 3

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: I

I. Comprehension And Rate Pretest

II. Vocabulary Pretest

III. Word Attack Pretest

IV. Preparing For A New Course
  A. Word Perception
    1. Size and shape
    2. Meaning and sound
    3. Words in context
  B. Word Comprehension
    1. Meanings
    2. Synonyms
    3. Closest meaning
  C. Phrase Perception
    1. Find key phrase
    2. Size and shape
    3. Peripheral vision
  D. Suggestions to Help Prepare for this New Course of Study
    1. Relax
    2. Concentrate
    3. Form good physical habits
    4. Use the preview - skimming technique
    5. Correct poor physical habits
    6. Correct poor mental habits
    7. Read in phrases

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 2

B. Topic: Finding the Main Idea

C. Prerequisite: Preparing for a New Course

D. Purpose: Perception and Comprehension Exercise

E. Performance Objective: The student should be able to identify the topic of a reading selection, to distinguish between topic and main idea, to state the author's main idea in paragraph, and to find the author's theses in articles.

1. Activity:
   - a. The student will complete exercises 2A and 2B in word perception.
   - b. The student will complete exercises 2C and 2D in word comprehension.
   - c. The student will complete exercises 2E and 2F in sentence comprehension.
   - d. The student will complete exercises 2G and 2H in short readings.
   - e. The student will complete exercise 2I in long readings.
2. Conditions: Lecture and classroom
3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 2 Level 3

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: II

I. Word Perception -- Identical Words

II. Word Comprehension -- Closed Meaning

III. Sentence Comprehension
  A. Topic
    1. Noun
    2. Pronoun
  B. Verb
    1. Action
    2. State of being
  C. Description Words

IV. Finding The Main Idea
  A. Read the Title
  B. Read First Paragraph
  C. Read Last Paragraph
  D. Marginal Notes
  E. Where to Find the Main Idea
  F. Where to Find the Topic Sentence
  G. Infer
  H. Imply
    1. Supporting detail
    2. Examples

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 3

B. Topic: More about Main Idea

C. Prerequisite: Finding the Main Idea

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to form generalizations about a list of specifics, to tell the general idea in a paragraph from the supportive details and to generalize the main idea in paragraphs that both implied and stated main ideas.

1. Activity:
    a. The student will complete exercises 2A and 3B in phrase perception.
    b. The student will complete exercises 3C and 3D in word comprehension.
    c. The student will complete exercises 3E and 3F in phrase comprehension.
    d. The student will complete exercises 3G and 3H in short reading.
    e. The student will complete exercise 3I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ________________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 3

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: III

I. More About Main Idea
    A. Phrase Perception
    B. Word Comprehension
    C. Phrase Comprehension
    D. Elements of Paragraph
        1. Topic
        2. Main idea
        3. Supporting details
    E. Main Idea
    F. Supporting Details

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 4

B. Topic: Retaining Details

C. Prerequisite: More about Main Idea

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to identify the topic and the main idea, to connect the detail with the main idea, to remember only the important details, to recognize the eight patterns authors use to organize their ideas, and to apply skills to practice paragraphs and articles.

1. Activity:
    a. The student will complete exercises 4A and 4B in phrase perception.
    b. The student will complete exercises 4C and 4D in word comprehension.
    c. The student will complete exercises 4E and 4F in sentence comprehension.
    d. The student will complete exercises 4G and 4H in short reading.
    e. The student will complete exercise 4I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 3

LECTURE OUTLINE

A. Course Title: WPL Reading   B. Lecture Number: IV

- I. Retaining Details
  - A. Phrase Perception
  - B. Word Comprehension
  - C. Sentence Comprehension
- II. Finding The Main Idea
- III. Relate Details To Main Idea
  - A. Only Necessary Details
  - B. Eliminate Trivia
- IV. Recognizing The Pattern Of Details
  - A. Description - Who, What, How about Main Idea
  - B. Process - Descriptive Details
  - C. Time Sequence - (Chronology)
  - D. Example of Illustration - Support or Explain
  - E. Classification - Categories or Classes
  - F. Cause and Effect - Topic Sentence, Supporting
  - G. Comparison and Contrast - Commonalities and Differences
  - H. Addition - Organized List of Points
- V. Retaining Important Details
  - A. Find the Topic and the Main Idea
  - B. Associate Details with the Main Idea
  - C. Remember only Important Details
  - D. Recognize the Pattern by which the Main Idea is Developed

LESSON PLAN

A. Course Title: WPL Reading Plan Number: 5

B. Topic: Recognizing Transitions

C. Prerequisite: Retaining Details

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to identify how writers organize their ideas to learn levels of detail and to apply skills to practice paragraphs and articles.

1. Activity:
    - a. The student will complete exercises 5A and 5B in phrase perception.
    - b. The student will complete exercises 5C and 5D in word comprehension.
    - c. The student will complete exercises 5E and 5F in phrase comprehension.
    - d. The student will complete exercises 5G and 5H in short reading.
    - e. The student will complete exercise 5I in long reading.
2. Conditions: Lecture and classroom
3. Standards: 80% on unit exams

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 3

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: V

I. Recognizing Transitions
    A. Phrase Perception
    B. Word Comprehension
    C. Phrase Comprehension

II. Transition
    A. Passage of One Idea to Another
    B. Clues to Author's Organization
        1. Description - position or location
        2. Process - stages or steps
        3. Example illustration - for instance or that is
        4. Cause and effect - as a result or therefore
        5. Comparison - similarities
        6. Contrast- but, yet, however
        7. Addition - enumeration - and, also, first
        8. Time sequence - later, after, once

III. Levels of Detail
    A. First Level - Most Important
    B. Second Level - Less Important

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 6

B. Topic: Organizing Thoughts

C. Prerequisite: Recognizing Transitions

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to learn how to progress from a rough, informal outline to a format sentence outline and to apply the steps of outlining to the paragraphs and two long articles.

1. Activity:
   a. The student will complete exercises 6A and 6B in phrase perception.
   b. The student will complete exercises 6C and 6D in word comprehension.
   c. The student will complete exercises 6E and 6F in sentence comprehension.
   d. The student will complete exercises 6G and 6H in long readings.

2. Conditions: Lecture and classroom

3. Standards: 80% on unit exams

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 3

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: VI

I. Organizing Thoughts
   A. Phrase Perception
   B. Word Comprehension
   C. Sentence Comprehension

II. Reading Instructions: Organizing Thoughts
   A. Mapping
      1. Ideas
      2. Supporting details
   B. Outlining
      1. List
      2. Details
      3. Numbering system
      4. Steps
         a. First level details
         b. Assign Roman numerals to first level details
         c. Use capital letters for second level details
         d. Use numbers to show third level details
   C. Topic of Sentence Outline
   D. Finding the Author's Pattern of Thought

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 7

B. Topic: Using PRO - How the Pros Study - Read

C. Prerequisite: Organizing Thoughts

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to learn a method for active and aggressive study: reading (PRO = Prepare - Read - Organize) to apply the PRO method to two long articles using the previewing and outlining steps.

1. Activity:
    a. The student will complete exercises 7A and 7B in phrase perception.
    b. The student will complete exercises 7C and 7D in word comprehension.
    c. The student will complete exercises 7E and 7F in phrase comprehension.
    d. The student will complete exercises 7G and 7H in long readings.

2. Condition: Lecture and classroom

3. Standards: 80% on unit exams

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 4

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: VII

- I. Using PRO
  - A. Prepare
  - B. Read
  - C. Organize

- II. Studying Passively
  - A. Major Points
  - B. Minor Points

- III. Studying Actively
  - A. Organize Your Thoughts
  - B. Organize Materials

- IV. Step One - Prepare
  - A. Look Over the Unit
    - 1. Title
    - 2. Chapter
    - 3. Heading
    - 4. Author
    - 5. Subheadings
    - 6. Subtitles
    - 7. Systems of print of numbering
    - 8. Bold face or italics
  - B. Digest the Information
    - 1. Topic
    - 2. Main ideas
    - 3. Supporting ideas
    - 4. Author's organization
  - C. Ask Yourself Questions about Your Preview
    - 1. What does the topic or title mean?
    - 2. How many subdivisions
    - 3. How does it fit the course?

- V. Step Two - Read
  - A. Entire Unit
  - B. Relate Main Ideas as You Read
  - C. Do Not Stop
  - D. Do Not Take Notes

VI. Step Three - Organize
    A. Digest What You Have Read
    B. Take Notes
    C. Write an Outline
    D. Review the Materials You Have Organized
    E. Add Teacher Note
    F. Use Flash Cards for Facts, Terms, or Names

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 8

B. Topic: Skimming for Overview

C. Prerequisite: Using PRO

D. Purpose: Perception and Comprehension in Timed Exercises

E. Performance Objective: The student should be able to know when to skim for the general idea, to incorporate the preview technique into skimming for overview, and skim for general idea.

1. Activity:
    - a. The student will complete exercises 8A and 8B in phrase perception.
    - b. The student will complete exercises 8C and 8D in word comprehension.
    - c. The student will complete exercises 8E and 8F in sentence comprehension.
    - d. The student will complete exercises 8G and 8H in short readings.
    - e. The student will complete exercise 8I in long reading.

2. Condition: Lecture and classroom

3. Standards: 80% on unit exam

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 4

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: VIII

I. Reading Instruction: Skimming For Overview
    A. What is Skimming?
        1. Scanning and interchangeable words
        2. Reading for the general idea
        3. The big picture
    B. Scanning
    C. When to Skim
        1. To reread material
        2. To sort out and discard
        3. To "try before you buy"
        4. To passover minor or uninteresting sections
        5. To keep informed in a general way about news
        6. To review lecture notes
        7. To see which reference material might be useful to your term paper.
        8. To be able to discuss the general content of a reading assignment when you didn't have time to read and study it
    D. How to Skim
        1. Survey for topic, length of material, and organization
        2. Read title and first paragraph, look for thesis, if not in first paragraph, check second
        3. Look for main idea in first paragraph
        4. Look for important transitions
        5. Decide the article's main pattern of organization
        6. Resist the temptation to read everything

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 9

B. Topic: Reading Critically

C. Prerequisite: Skimming for Overview

D. Purpose: Perception and Comprehension Exercises

E. Performance Objective: The student should be able to recognize the author's purpose, to learn to tell facts from opinions, and to judge how reliable an author's facts and opinions might be.

1. Activity:
   - a. The student will complete exercises 9A and 9B in phrase perception.
   - b. The student will complete exercises 9C and 9D in word comprehension (variation).
   - c. The student will complete exercises 9E and 9F in phrase comprehension (variation).
   - d. The student will complete exercises 9G and 9H in long readings.

2. Conditions: Lecture and classroom

3. Standards: 80% on exercises and unit exam

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 4

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: IX

I. Reading Instruction: Reading Critically
  A. Recognize and Better Understand Ideas Presented
  B. Gain Ability to Question
  C. A Tool to Use in Your Own Writing and Speaking

II. Determining An Author's Purpose
  A. To Inform
  B. To Persuade
  C. To Entertain

III. Telling Facts From Opinions
  A. Factual Statements Can be Proven True.
  B. Opinion Statements are Judgments.

IV. Evaluating The Evidence
  A. How Good are the Facts?
  B. Are They Reliable?
  C. Are the Opinions Based on Fact?

V. Summary
  A. First Decide an Author's Purpose
  B. Notice Which Statements are Facts and Which are Opinions
  C. Check for Reliability
  D. Do They Fit the Author's Purpose?

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 10

B. Topic: Determining Inferences

C. Prerequisite: Reading Critically

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to learn to draw inferences (or conclusions) from more difficult paragraphs and articles.

1. Activity:
   - a. The student will complete exercises 10A and 10B in phrase perception (variation).
   - b. The student will complete exercises 10C and 10D in word comprehension (variation).
   - c. The student will complete exercises 10E and 10F in sentence comprehension.
   - d. The student will complete exercises 10G and 10H in short readings.
   - e. The student will complete exercise 10I in long reading.

2. Condition: Lecture and classroom

3. Standards: 80% on exercises and unit exam

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 4

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: X

I. Reading Instruction: Determining Inferences
   - A. Reading Beneath the Surface
   - B. Not Stated but Intended for Your Understanding

II. Inferring From Actions
   - A. Dogs Barking - Sleepless Neighbors
   - B. Tires Screeching - Accident

III. Inferring From Words
   - A. May Be Less Obvious
   - B. May Be Found In
     1. A political speech
     2. An advertisement
     3. The text of a new law
     4. The entire style, setting, and character development of a novel or movie

IV. Connotations of Words
   - A. Literal Meaning
   - B. Connotation
   - C. Neutral Language
   - D. Using Connotations
     1. To set a mood
     2. To inspire you to action
     3. To plant ideas in your mind
     4. To entertain

LESSON PLAN

A. Course Title: WPL Reading B. Plan Number: 11

B. Topic: Reading Deeper for Inferences

C. Prerequisite: Determining Inferences

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to learn three common literacy devices (tone, irony, satire) used in fiction and to learn to draw deeper inferences in more imaginative paragraphs and articles.

1. Activity:
   - a. The student will complete exercises 11A and 11B in phrase perception (variation).
   - b. The student will complete exercises 11C and 11D in word comprehension (variation).
   - c. The student will complete exercises 11E and 11F in phrase comprehension (variation).
   - d. The student will complete exercises 11G and 11H in short readings.
   - e. The student will complete exercise 11I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on exercises and unit exam

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990 Book 2 Level 4

LESSON OUTLINE

A. Course Title: WPL Reading B. Lecture Number: XI

I. Reading Instruction: Reading Deeper For Inferences
    A. Recognizing Subtle Inferences
        1. Tone
        2. Irony
        3. Satire
    B. How to Determine Tone
        1. Moods or ideas
        2. Joy or anger
        3. Inflection
        4. Facial expression
        5. Gestures
    C. How Does the Writer Express Tone
        1. Characterization
        2. Situation
    D. Tone in the Writer's Attitude toward His Subject
        1. Inferences
        2. Style
    E. Irony
        1. Saying one thing - meaning another
        2. Sarcasm
    F. Satire
        1. To ridicule something or someone
        2. Sometimes very subtle

LESSON PLAN

A. Course Title: WPL Reading   B. Plan Number: 12

B. Topic: Interpreting Literature

C. Prerequisite: Reading Deeper for Inferences

D. Purpose: Perception and Comprehension

E. Performance Objective: The student should be able to pick out common literary elements (character, conflict, and theme) used in imaginative writing and to practice interpreting literature in poems and short stories.

1. Activity:
   - a. The student will complete exercises 12A and 12B in phrase perception (variation).
   - b. The student will complete exercises 12C and 12D in word comprehension (variation).
   - c. The student will complete exercises 12E and 12F in phrase comprehension (variation).
   - d. The student will complete exercises 12G and 12H in short readings (variation).
   - e. The student will complete exercise 12I in long reading.

2. Conditions: Lecture and classroom

3. Standards: 80% on exercises and unit exam

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Reading Faster and Understanding More Third Edition, Wanda Maureen Miller, Sharon Steeber De Orozco, Harper Collins Publishers, 1990
	Book 2 Level 4

LECTURE OUTLINE

A. Course Title: WPL Reading B. Lecture Number: XII

I. Interpreting Literature
  A. Main Idea
  B. Details
  C. Inferences

II. Why Interpret Literature
  A. Appreciation
  B. Character
  C. Conflict
  D. Theme

III. Character
  A. Personality Traits
  B. Rounded
  C. Flat or Stereo Typed

IV. Conflict
  A. Physical
  B. Psychological
    1. Internal
    2. External
  C. Resolution of Conflict

V. Theme
  A. Implied Main Idea
  B. By Character

VI. Summary
  A. Identify Personality Traits
  B. Identify Conflict of the Main Character
  C. Resolution of Conflict

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WRITING SKILLS
FOR
THE WORKPLACE

PUEBLO COMMUNITY COLLEGE
M. D. VICE

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WORKPLACE WRITING SKILLS

Abstract

The goal of the writing unit is to stress the essential language skills in communications and to encourage individuals to write as much as possible. A particular skill is emphasized in each lesson to provide a natural sequence of learning.

The mechanics of writing are centered on sentences, parts of speech, and usage; through mechanics the students will show how to put words into a form that is both readable and appropriate to the situation. Standard rules will be applied to assist the student in completing assignments in class for letter writing and for creative composition.

Experience, research, art, and literature will all be used as sources of ideas for writing. Selected pieces of writing will be carried through to the finished, final copy. Spelling and vocabulary lessons are incorporated to assist in understanding context.

Thinking skills that range from imagining to problem solving will be stressed. Emphasis is placed on the importance of independent thinking as well as on the reverence of clear thinking. Writing is a complex and demanding process, and like any other difficult task it becomes less formidable when it is broken down into simple steps.

The evaluation of the writing process will address content, organization, grammar, and mechanics. It is designed to analyze the specific strengths and weaknesses of a composition.

OBJECTIVES

Course Objectives: Writing Skills

At the completion of this course the student should be able to:

- Understand the parts of speech and their use in sentence structure.
- Exhibit proper use of punctuation in writing.
- Apply spelling rules to avoid common spelling errors.
- Develop a planning skill in preparation for writing.
- Group ideas in logical order (planning skill).
- Group ideas in logical order (organization skill).
- Use editing skills for completion of a writing sample.
- Apply evaluation and revising skills to improve the composition (evaluation and editing skill).
- Compose writing samples appropriate to the workplace.

TIME AND MATERIALS

Timing

There will be two meetings a week for eight weeks which will equal 40 hours of instruction.

Each class period will be divided into the following:

1. Presentation
2. Demonstration
3. Application
4. Evaluation

Materials

Course Syllabus
Paper and Pencil
Text

COURSE PLAN

Daily Plan for Class

Introduction	5 Minutes
Presentation (Instruction)	45 Minutes
Demonstration (Student)	45 Minutes
In-class work period	35 Minutes
Summary and evaluation	20 Minutes
TOTAL	150 Minutes

Total Program Plan

Presentation (Instructor)	14 Hours
Demonstration (Instructor & Student)	12 Hours
In-class work (Student)	9 Hours
Summary and evaluation (Inst)	5 Hours
TOTAL	40 Hours

STUDENT VARIABLES INFLUENCING LEARNING

- Prior Knowledge
- Prior Experience
- Special Aptitudes
- Motivation
    - Alertness
    - Attention
    - Persistence
- Work Schedule
- Job Responsibility

TEACHING VARIABLES INFLUENCING LEARNING

- Personnel
- Training and Supervision
- Curriculum
    - Goals
    - Objectives
- Teaching Style
    - Motivation
    - Pacing of Instruction
    - Re-enforcement
- Time
- Structure
- Evaluation
    - Feedback
    - Remediation
    - Observation
    - Testing

TASK VARIABLES INFLUENCING LEARNING

- Content - What to Teach
- Sequence - When to Teach
- Method - How to Teach

BENEFITS OF WRITING COMPETENCE

- Personal Improvement
- Advancement in Job
- Mastery of Essential Skills
- Critical Thinking
- Problem Solving
- Further Educational Opportunities
- Ability to Follow Directions
- Creative Application of Skills
- Application to Workplace

POSITIVE CLASSROOM ACTIVITIES

- Discussing or Reviewing Classwork or Homework
- Introducing New Concepts
- Student Demonstration of Work
- Focusing Instruction on a Small Group or Total Group (not an individual)
- Positive Corrective Feedback to Incorrect Responses
- Using Short Quizzes
- Consistency in Sequence of Instruction

NEGATIVE CLASSROOM ACTIVITIES

- Teacher doing Organization or Management Tasks during Class Time
- Too Much Class Time for Written Assignments
- Too Much Time Spent with One Student
- Intrusions
- Uninvolved Students
- Misbehavior or Negative Interactions

SUMMARY OF SKILLS

Grammar

Summary of Skills

Sentences: Definition
Word Order
Subjects and Predicates
Declarative Sentences (Statements)
Interrogative Sentences (Questions)
Exclamatory Sentences (Exclamations)
Imperative Sentences (Commands)
Nouns: Definition
Singular and Plural Nouns
Common and Proper Nouns
Possessive Nouns
Pronouns: Definition
Pronouns: Definition
Subject and Object Pronouns
Possessive Pronouns
Verbs: Definition
Action Verbs
Being Verbs
Present Tense
Past Tense
Future Tense
Irregular Verbs
Verb Phrases
Adjectives: Definition
Adverbs: Definition
Prepositions and Prepositional Phrases
Subject and Verb Agreement

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Using a Writer's Checklist

One way teachers can encourage self evaluation is to compose a Writer's Checklist with their students. The checklist is simply a list of questions that will remind writers to use the techniques they have learned. It is best to compose the questions as a group in language students understand. The list serves as *specific* criteria for students to use when they revise and edit their compositions. In this way, students receive guidance in becoming their own editors. They also know in advance the elements of composition that will be evaluated.

The Writer's Checklist is a cumulative list begun at the beginning of the year to include basic writing techniques students are expected to know. As the year progresses, new list questions are added as they are taught. Eventually, specific questions should cover the entire range of composing skills including content, organization, grammar, mechanics, word choice, and spelling.

Some teachers prefer to use two checklists instead of one—a skills list for grammar, mechanics, and spelling; and a composing checklist covering content, organization, and creativity. Specific checklists can also be developed for different kinds of writing. For example, a checklist for narrative writing might include questions about setting, character development, dialogue, and plot. Whatever system is used, the checklist should be visible on a chart or in a writing notebook. It should be utilized regularly for all forms of writing and in all subject areas.

A sample checklist appears below:

WRITER'S CHECKLIST

1. Did I communicate my ideas in a clear and interesting way?
2. Should I add new details or information?
3. Are there parts I can leave out?
4. Does each paragraph have a main idea?
5. Have I supported each main idea with enough details?
6. Are my sentences complete?
7. Have I used a variety of sentence forms?
8. Did I punctuate each sentence correctly?
9. Did I capitalize the beginning of each sentence, all proper nouns, and the word I?
10. Did I use exact words?
11. Did I proofread for spelling errors?
12. Am I satisfied with my writing?

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Descriptive Writing Assignment
For
Holistic Evaluation

Purpose

To write a descriptive paragraph using sensory detail

To evaluate student writing samples using holistic scoring

Procedure

The following descriptive writing assignment can be used to assess student writing competency. The assignment can be given after students have completed the related lessons in *Your English*. (See the Related Lessons Guide for Holistic Writing Assignments on page 29.) Or it can be administered at the beginning or end of the year for either pre- or post-evaluation of student writing skills.

The paragraphs will be scored on a four-point scale according to the criteria described in the holistic scoring guide. As you read each composition, consider the paragraph's total impression. Consider all the elements of the composition including content, organization, sensory detail, word choice, grammar, and mechanics.

The holistic scoring guide is intended to provide a general guideline for scoring. Each paper may not necessarily exhibit all the characteristics of a particular category. First, ask yourself if the paragraph addresses itself to the writing assignment. Then decide which set of criteria in the scoring guide it best matches.

To begin the writing session, supply each student with a copy of the assignment below or write it on the chalkboard. Read over the assignment with your students and discuss the various elements, including use of sensory detail, audience, and purpose. Be sure that students understand the word "describe" and realize the difference between writing a description and a narrative.

Decide on a time limit that is appropriate for your group and write beginning and ending times on the chalkboard. Remind students to allow time to proofread and correct their compositions.

DESCRIPTIVE WRITING ASSIGNMENT

You probably have a special place where you like to go. It may be a park, a swimming hole, a roller rink, a lake, a gym, or maybe even your own room. Choose one special place where you like to be. Write a paragraph describing this place to someone who has *not* been there. Tell about the sights, sounds, and smells so that others can picture the place from reading your description.

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Steps to Good Writing

1. *Think about what I want to write.* This is the "brainstorming" stage, before anything is ever put down on paper. It could involve observation, research, discussion, or just plain thinking.
2. *Plan my writing.* This is the first stage on paper. It could include taking notes, making an outline, listing key vocabulary words, and so on.
3. *Write.* This is the first draft of the composition. It is written "live" in the form of a final draft. But the student is encouraged to get his or her thoughts down on paper at this stage, rather than to be concerned with technical perfection.
4. *Read over what I wrote.* This is the editing stage. The student reads over his or her work and self-corrects it. You should be clear on one point: our writing program requires mechanical and grammatical accuracy. This program is not in the style of "it doesn't matter what form the paper is in as long as the thought is good."
5. *Change my writing to make it better.* This stage is based on what the student discovered about his or her composition in the previous step. The editing changes are put in at this point. These could be creative improvements as well as mechanical ones.
6. *Share my writing with others.* Now the writing is ready to be made public. This "publishing" varies according to the nature of the writing itself. It could mean merely handing the paper in, or it could mean reading it to the class. It could also be mailing a letter to a friend, sending a letter to a newspaper or to a business organization, or submitting an article, story, or poem to a magazine.

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Thinking and Learning

Summary of Skills

Thinking (Definition)
Cause and Effect
Fact and Opinion
Drawing Conclusions
Making Generalizations
Judging and Deciding
Problem Solving
Imagination
Learning
Direction
Observing
Sequencing
Summarizing
Appreciating Literature
Recognizing Kinds of Literature
Comparing and Contrasting
Fiction and Nonfiction
Understanding Characters
Choosing Books

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Spelling and Vocabulary

Summary of Skills

Steps for Spelling New Words
Adding *x*, *es*, *'s*
Words with *ei* or *ie*
Dropping the Final *e*
Changing *y* to *i*
Doubling Final Consonants
Phonetics
Compound Words
Root Words
Prefixes
Suffixes
Contractions
Word Histories
History of Language
Words with Multiple Meanings
Meaning from Contexts
Synonyms
Antonyms
Homophones
Homographs
Dialects

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Composition

Summary of Skills

Steps to Good Writing
Planning a Paragraph
Writing a Paragraph
Topic Sentences/Detail Sentences
Keeping to the Topic
Editing and Revising Written Work
Planning a Composition
Writing a Composition
Taking Notes
Outlines
Writing a Report
Book Reports
Writing Directions
News Articles
Keeping a Learning Log
Letters
Elements of a Short Story
Planning a Short Story
Character Descriptions
Developing Characters
Dialogue
Story Setting
Story Plot
Writing a Short Story
Imagery/Similes/Metaphors
Poetry

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Mechanics

Summary of Skills

Proper Nouns
Initials
Abbreviations
Titles of Works
Proper Place Names
Addresses
Words in Sentences
Events, Days, and Dates
The Pronoun *I*
Poetry
Correspondences
Declarative Sentences
Interrogative Sentences
Exclamatory Sentences
Imperative Sentences
Outlines
Commas with Words in a Series
Contractions
Possessives
Titles of Works
Direct Quotations
Using Colons
Paragraphs
Written Reports or Papers
Editing Marks

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Personal Narrative Writing Assignment For Holistic Evaluation

Purpose

To write a narrative composition about a personal outdoor adventure

To evaluate student writing samples using holistic scoring

Procedure

The paragraphs will be scored on a four-point scale according to the criteria described in the holistic scoring guide. As you read each composition, consider the paragraph's total impression. Consider all the elements of the composition including content, organization, sensory detail, word choice, grammar, and mechanics.

The holistic scoring guide is intended to provide a general guideline for scoring. Each paper may not necessarily exhibit all the characteristics of a particular category. First, ask yourself if the composition addresses itself to the writing assignment. Then decide which set of criteria in the scoring guide it best matches.

To begin the writing session, supply each student with a copy of the assignment below or write it on the chalkboard. Read over the assignment with your students and discuss the various elements, including topic, purpose, and audience. Stress that they are to write about an *outdoor* adventure and not just any event. You may want to have students brainstorm a list of such experiences before writing. Explain that they are to tell about their adventure so that the events are clear and understandable to the reader. They should also describe the surroundings where the event occurred and tell how they felt or reacted at the time.

Decide on a time limit that is appropriate for your group and write beginning and ending times on the chalkboard. Remind students to allow time to proofread and correct their compositions.

PERSONAL NARRATIVE WRITING ASSIGNMENT

Think of an exciting outdoor adventure you have had. It might have been something that happened to you at the park, on a camping trip, during a storm, or in your own neighborhood.

Write a composition about your outdoor adventure. Describe where you were so the reader can picture the surroundings. Then tell what happened and how you felt during the event. Write about your adventure so that the reader gets the feeling of having experienced the event himself.

You may want to use one of the following topics.

Being lost
Exploring
Climbing a tree
Hitting a home run
Hiking in the woods
Catching my first fish
Riding a roller coaster
Caught in a storm
Camping in the mountains

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CORONADO PUBLISHERS, INC.

Date: ____________________

Dear Parent,

In our language arts program we are concentrating on developing effective writing skills. Editing is an important tool in writing, one that your child will use over and over in his or her school career. Your child is being taught to edit each thing he or she writes according to this list:

EDITING CHECKLIST

1. Do you have a topic sentence about the topic?
2. Is every detail sentence about the topic?
3. Are all your sentences complete?
4. Did you indent the first word of each paragraph?
5. Did you capitalize all proper nouns and the first word of each sentence?
6. Does each sentence end with the correct punctuation mark?
7. Did you use the correct punctuation in each sentence?
8. Did you check your spelling?

It will help your child if you encourage the use of this checklist at home. Go over the questions one by one each time he or she writes. By doing this, you can help your child acquire the habits that will make him or her a better, more effective, more confident writer.

If you have any questions about the list, consult the *Your English* textbook. The principles of good writing are clearly explained there.

Please contact me if you have any further questions.

Sincerely,

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EXPLANATORY WRITING ASSIGNMENT

Think about an activity you like to do. It might be a sport, a game, a hobby, or a pastime such as reading or listening to music. Write a paragraph telling what particular activity you enjoy doing most. Explain what you do while participating in the activity. Give several reasons telling why you enjoy doing it. Include your ideas and feelings about the activity as if you are telling a friend who has never done it.

The following topics are suggestions you may use, or you may write about a topic of your own.

- Soccer
- Video games
- Music
- Dancing
- Arts and crafts
- Skating
- Swimming
- Computers
- Raising rabbits

Holistic Scoring Guide
for
Descriptive Writing Assignment

Directions: Score compositions on the basis of whether they exhibit most or all of the characteristics in a particular category.

Score of 4:

- The paragraph effectively describes a place and uses vivid sensory details that appeal to several senses.
- There is a clear and logical organization of ideas.
- The writer skillfully employs a variety of sentence structures.
- The writer exhibits a superior command of vocabulary, spelling, and mechanics for this writing task.

Score of 3:

- The paragraph adequately describes a place using sensory detail. However, the descriptive detail may center around one sense more than others.
- There is a clear and logical organization of ideas.
- There is some sentence variety and an adequate command of sentence structure.
- There are some errors in grammar, mechanics, and spelling that the writer could have corrected.

Score of 2:

- The paragraph vaguely describes a place with little use of sensory detail.
- There is some sense of organization.
- Although sentences are usually complete, there are run-on sentences and sentence fragments.
- Errors in grammar, mechanics, and spelling are more numerous.

Score of 1:

- The paragraph inadequately describes a place or strays from the topic. There is little or no use of sensory detail.
- The organization is poor and lacks clarity.
- Sentence fragments and run-on sentences are more numerous.
- Frequent errors in grammar, mechanics, and spelling obscure meaning.

Score of 0:

- These papers ignore the topic or are unreadable.

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Name ____________________

Composition Checklist

Assignment Topics and Dates										
CONTENT										
Addresses the purpose of the assignment										
Exhibits a sense of audience										
Focuses on a specific topic										
Expresses originality and/or imagination										
Demonstrates clear ideas										
Uses specific details and examples										
Employs effective and appropriate language										
Includes a variety of sentence patterns										
ORGANIZATION										
Presents ideas in a logical order										
Evokes interest in opening sentence										
Includes supporting sentences relating to the topic										
Uses effective transitions										
Provides a sense of closure in concluding sentence or paragraph										
USAGE AND MECHANICS										
Uses complete sentence structure										
Follows conventions of English grammar										
Punctuates correctly										
Capitalizes correctly										
Exhibits neatness										
SPECIFIC CRITERIA (Examples: sensory detail, dialogue, character development, etc.)										

COMMENTS

Strengths:

Weaknesses:

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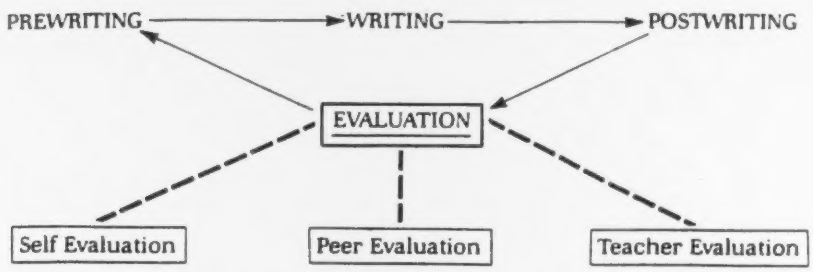
EVALUATION WITHIN THE WRITING PROCESS



1. Learning the editing process: rereading, responding, revising, refining (proofreading)	1. Using peer response groups a. editing partners b. read-around groups c. editing committees d. class evaluations	1. Conducting student-teacher conferences
2. Learning how to use editing marks	2. Expanding the writer's audience	2. Scoring student writing samples
3. Using writers' tools (dictionary, thesaurus)	3. Understanding purposes for evaluation	3. Evaluating growth (process and product)
4. Using a writer's checklist	4. Establishing criteria	4. Using holistic scoring: evaluating a composition as a whole, including all the composing skills (content, organization, grammar, mechanics, etc.)
5. Collecting compositions in writing folders a. selecting compositions to revise and rewrite b. assessing personal growth in composing	5. Learning how to critique	5. Using analytical evaluation: making an analysis of specific strengths and weaknesses of a composition
	6. Evaluating writing for content, creativity, and correctness	

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The National Council of Teachers of English

STANDARDS FOR BASIC SKILLS WRITING PROGRAMS

The following standards were developed by a specially selected committee of teachers, supervisors, and writing specialists for use by states and school districts establishing comprehensive literacy plans. The National Council of Teachers of English urges study of these standards as a means of determining that plans attend not only to effective practice within the classroom but also to the environment of support for writing instruction throughout the school and the community. If effective instruction in writing is to be achieved, all the standards need to be studied and provided for in shaping comprehensive literacy plans.

At a time of growing concern for the quality of writing in the society, it is important to take the most effective approaches to quality in school writing programs. These standards will help states and school districts assure that efforts to be undertaken will indeed lead to improvement.

Planners must begin with an adequate conception of what writing is. To serve this purpose, we offer the following:

Operational Definition of Writing

Writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and, often, longer units of discourse. The process requires the writer to cope with a number of variables: *method of development* (narrating, explaining, describing, reporting and persuading); *tone* (from very personal to quite formal); *form* (from a limerick to a formal letter to a long research report); *purpose* (from discovering and expressing personal feelings and values to conducting the impersonal "business" of everyday life); *possible audiences* (oneself, classmates, a teacher, "the world"). Learning to write and to write increasingly well involves developing increasing skill and sensitivity in selecting from and combining these variables to shape particular messages. It also involves learning to conform to conventions of the printed language, appropriate to the age of the writer and to the form, purpose and tone of the message.

Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping our perception of the world and our relationships to people and things in that world. Thus, writing serves both public and personal needs of students, and it warrants the full, generous and continuing effort of all teachers.

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STANDARDS FOR BASIC SKILLS WRITING PROGRAMS

An effective basic skills program in writing has the following characteristics:

TEACHING AND LEARNING

1. There is evidence that knowledge of current theory and research in writing has been sought and applied in developing the writing program.
2. Writing instruction is a substantial and clearly identified part of an integrated English language arts curriculum.
3. Writing is called for in other subject matters across the curriculum.
4. The subject matter of writing has its richest source in the students' personal, social, and academic interests and experiences.
5. Students write in many forms (e.g., essays, notes, summaries, poems, letters, stories, reports, scripts, journals).
6. Students write for a variety of audiences (e.g., self, classmates, the community, the teacher) to learn that approaches vary as audiences vary.
7. Students write for a wide range of purposes (e.g., to inform, to persuade, to express the self, to explore, to clarify thinking).
8. Class time is devoted to all aspects of the writing process: generating ideas, drafting, revising, and editing.
9. All students receive instruction in both (a) developing and expressing ideas and (b) using the conventions of edited American English.
10. Control of the conventions of edited American English (supporting skills such as spelling, handwriting, punctuation, and grammatical usage) is developed primarily during the writing process and secondarily through related exercises.
11. Students receive constructive responses—from the teacher and from others—at various stages in the writing process.
12. Evaluation of individual writing growth:
    - (a) is based on complete pieces of writing;
    - (b) reflects informed judgments, first, about clarity and content and then about conventions of spelling, mechanics, and usage;
    - (c) includes regular responses to individual pieces of student writing as well as periodic assessment measuring growth over a period of time.

SUPPORT

13. Teachers with major responsibility for writing instruction receive continuing education reflecting current knowledge about the teaching of writing.
14. Teachers of other subjects receive information and training in ways to make use of and respond to writing in their classes.

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15. Parent and community groups are informed about the writing program and about ways in which they can support it.

16. School and class schedules provide sufficient time to assure that the writing process is thoroughly pursued.

17. Teachers and students have access to and make regular use of a wide range of resources (e.g., library services, media, teaching materials, duplicating facilities, supplies) for support of the writing program.

PROGRAM EVALUATION

18. Evaluation of the writing program focuses on pre- and post-program sampling of complete pieces of writing, utilizing a recognized procedure (e.g., holistic rating, the Diederich scale, primary trait scoring) to arrive at reliable judgments about the quality of the program.

19. Evaluation of the program might also include assessment of a sample of student attitudes; gathering of pertinent quantitative data (e.g., frequency of student writing, time devoted to writing activities); and observational data (evidence of prewriting activities, class anthologies, writing folders, and student writing displays).

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Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping our perception of the world and our relationships to people and things in that world. Thus, writing serves both public and personal needs of students, and it warrants the full, generous and continuing effort of all teachers.

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CONCLUSIONS

- Teachers need to be interactive and directly involved with students to keep them on task.
- Teachers should distribute questions or problems to all members of the class and be supportive and guiding in their feedback.
- Teachers should offer several activities during a class period so that students can develop speaking, reading, listening, and writing skills. This helps students integrate information.
- The classroom must have minimal distractions or intrusions.
- Effective schools are friendly, teachers are available to students, and student success is recognized.

COURSE SYLLABUS

PUEBLO COMMUNITY COLLEGE

COURSE SYLLABUS

TITLE OF COURSE WPL WRITING SKILLS

PREFIX/NUMBER Steck Vaughn

INSTRUCTOR ____________________

DAYS/TIME ____________________

BUILDING/ROOM ____________________

INSTRUCTOR OFFICE HOURS ____________________

M ____________________

T ____________________

W ____________________

R ____________________

F ____________________

COURSE SYLLABUS

1. TITLE OF COURSE: WPL WRITING SKILLS
   PREFIX/NUMBER:

2. COREQUISITES: NONE

3. RESOURCES NEEDED: WPL WRITING STECK-VAUGHN 1991
   TEXT:
   SUPPLIES:

4. COURSE GOAL:

5. COURSE OBJECTIVES:

LESSON PLAN

A. Course Title: WPL Writing B. Plan Number: 1

B. Topic: Mechanics

C. Prerequisite: None

D. Purpose: Capitalization

E. Performance Objective: The student should be able to demonstrate proper use of capital letters.

Activity: The student will complete exercises in Lesson 1 using capitals.

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on exercises and tests

F. ____________________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: I B. Lecture Number: I

I. MECHANICS

- A. Terms
    - 1. Capitalization
    - 2. Punctuation
    - 3. Exact quote
    - 4. Spelling
    - 5. Possessives
    - 6. Homonyms
    - 7. Mechanically correct
- B. Using Capitalization
    - 1. Address
    - 2. Salutation
    - 3. Body
    - 4. Complimentary close
- C. Always Capitalize
    - 1. Specific names of people, places, and organizations
    - 2. Specific names of days, months, and holidays
    - 3. The first word of a sentence
    - 4. The first word of a sentence in quotation
    - 5. The word I
    - 6. The first, last and other important words in titles of books, stories, movies, etc.
    - 7. Articles, conjunctions, and short prepositions are not considered important words.
- D. Mini-test

LESSON PLAN

A. Course Title: Writing B. Plan Number: 2

B. Topic: Punctuation

C. Prerequisite: Capitalization

D. Purpose: To understand punctuation at the end of a sentence

E. Performance Objective: At the completion of this unit, the student should be able to demonstrate proper punctuation at the end of a sentence.

Activity: Sentence exercises, Unit 2

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: II

I. USING END PUNCTUATION

- A. Variety of End Punctuation
    1. Periods
    2. Question marks
    3. Exclamation marks
- B. Rules
    1. A question mark is used at the end of a direct question.
    2. A period is used at the end of a group of words that makes a statement and expresses a complete thought.
    3. Use an exclamation mark at the end of a word or sentence that expresses strong feelings.

LESSON PLAN

A. Course Title: Writing   B. Plan Number: 3

B. Topic: Comma

C. Prerequisite: End punctuation

D. Purpose: Correct use of punctuation

E. Performance Objective: At the completion of this unit, the student should be able to demonstrate the proper use of commas.

Activity: The student will complete exercises from Unit 3 in text.

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: III

I. USING COMMAS

- A. Most Frequently Used Punctuation Marks
- B. Items in a Series
    1. Use to separate more than two items in a series.
    2. Do not use a comma after the last item of a series unless another punctuation rule requires one.
    3. If all the items of a series are joined by a conjunction, do not use commas, between the items
    4. Do not use commas to separate only two items in a series.
    5. Two adjectives that describe the same noun are separated by a comma if and could be used between them without changing the meaning.
- C. Interrupting Words or Phrases
    1. Use a comma to separate descriptive words (an appositive) from the noun being described.
    2. A comma is used before and after an appositive.
    3. Do not set off a phrase if it is essential to the meaning of the sentence.
    4. Use a comma to separate the name of a town from a country or state.
    5. Use a comma to separate the day of the week from the name of the month in a date and to set off the year from the rest of the sentence. (Example: Sunday, August 3, 1990, at . . .)
    6. Set off parenthetical expressions that are not essential to the meaning of the sentence.
- D. Introductory Elements
    1. Use a comma to separate introductory words from the rest of the sentence.
    2. When a person's name or title is used in direct address, use commas to set it off from the rest of the sentence.
    3. Use commas after a long introductory phrase.
- E. Direct Quotations
    1. Use a comma to separate a quotation from the rest of the sentence.
    2. Place a comma before the introductory quote.
    3. When the phrase that identifies the speaker interrupts the quotation, the first comma is placed inside the quotation marks. A comma also follows the interrupting phrase. (Example: "A penny saved," said Benjamin Franklin, "is a penny earned.")
- F. Commas in Complex Sentences
    1. Separate an introductory dependent clause from the independent clause.
    2. If the dependent clause comes at the end of the sentence, a comma is not needed.
- G. Commas in Compound Sentences
    1. Use a comma to separate the two clauses of a compound sentence connected by a coordinating conjunction.
    2. If two extremely short sentences are joined by the conjunction "and," a comma is not needed.

LESSON PLAN

A. Course Title: Writing B. Plan Number: 4

B. Topic: Semicolons

C. Prerequisite: Commas

D. Purpose: Punctuation

E. Performance Objective: The student should be able to demonstrate correct use of semicolons.

Activity: The student will complete exercises from Unit 4 of text.

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: IV

I. USING SEMICOLONS

  A. Used to Separate Independent Clauses in Compound Sentences
  B. Rules
    1. Use semicolons to join clauses that can stand alone and that are not joined by a coordinating conjunction.
    2. Use a semicolon to join two clauses that could stand alone but are joined by linking words such as however and therefore.
    3. Use a semicolon instead of a comma to connect two independent clauses joined with a coordinating conjunction when there are other commas in the clause.

LESSON PLAN

A. Course Title: Writing B. Plan Number: 5

B. Topic: Apostrophe and Quotation Marks

C. Prerequisite: Semicolon

D. Purpose: Correct punctuation

E. Performance Objective: The student should be able to apply the correct rules for use of the apostrophe and quotation marks.

Activity: The student will complete exercises Unit 5 in text.

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: V

I. USING APOSTROPHES AND QUOTATION MARKS

A. Contractions

B. Rules for the Apostrophe

   1. A contraction combines two words, one of which is usually a verb.
   2. The apostrophe takes the place of any missing letters.
   3. An apostrophe is used to show that an object or a character belongs to a particular person or a thing.
   4. The possessive of most singular nouns is formed by adding an apostrophe and s ('s).
   5. The possessive of most plural nouns that end in s is formed by adding an apostrophe (').
   6. The possessive of plural nouns that do not end in s is formed by adding an apostrophe and s ('s).
   7. Most pronouns (his, hers, yours) show possession without an apostrophe.

C. Rules For Quotation Marks

   1. Use quotation marks to set off someone's exact words.
   2. Quotation marks are always used in pairs.
   3. A punctuation mark that is a part of the quote is always before, or inside, the ending quotation mark.
   4. Quotation marks should not be used unless someone's exact words are given.
   5. An indirect quotation is not set off by quotation marks.

6. Use quotation marks to set off an unusual term of an exact phrase used by a specific person .

LESSON PLAN

A. Course Title: Writing B. Plan Number: 6

B. Topic: Spelling

C. Prerequisite: Punctuation

D. Purpose: To improve spelling ability

E. Performance Objective: The student should be able to apply spelling rules to commonly misspelled words.

Activity: The student will practice spelling.

From the master spelling list in Lesson 6, the student will do spelling problems.

2. Conditions: Classroom/Lecture

3. Standards: 80% on assigned exercises and tests

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: VI

I. SPELLING HINTS

A. Use a dictionary
B. Read the word
C. Write the word
D. Record words that cause difficulty
E. Memorize trick words
F. Learn basic rules

LESSON PLAN

A. Course Title: Writing B. Plan Number: 7

B. Topic: Possessives, Homonyms, Misspelled Words

C. Prerequisite: Spelling

D. Purpose: Adding prefixes and suffixes

E. Performance Objective: The student should be able to apply rules in adding prefixes and suffixes and to use possessives.

Activity: The student will complete exercises from Lesson 7 in text.

The student will complete the review of mechanics.

Mini-test

Review mechanics

Conditions: Classroom/Lecture

Standards: 80% on exercises and tests

F. ________________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: VII

I. POSSESSIVES, HOMONYMS, AND COMMONLY MISSPELLED WORDS RULES

A. Form the possessive of a noun by adding 's (or just an apostrophe if the noun is plural and ends in s)
B. Do not confuse words that are homonyms (Example: to, too, and two)
C. Do not confuse possessive pronouns with contractions that sound the same. (Example: its, it's)
D. Use i before e except after c, or when sounded as a, as in neighbor or weigh.
E. If a word ends in e, drop the e before adding a suffix that begins with a vowel.
F. If a word ends in ce or ge, keep the final e when adding a suffix that begins with a or o.
G. If a word ends in e, keep the e when adding a suffix that begins with a consonant.
H. When the word ends in a consonant and the suffix begins with a consonant, just add the suffix.
I. When a one- or two-syllable word ends in a consonant and the suffix begins with a vowel, the consonant is usually doubled before adding the suffix.
J. When a prefix is added to a word, the spelling of both the prefix and the word is not changed.

LESSON PLAN

A. Course Title: Writing B. Lecture Number: 8

B. Topic: Usage

C. Prerequisite: Previous units

D. Purpose: Subject/verb agreement

E. Performance Objective: The student should be able to demonstrate correct usage of words in a sentence.

Activity: The student will complete exercises on subject/verb agreement.

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ____________________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A.	Course Title: Writing	B.	Lecture Number:	VIII

I. USAGE

A. Terms
   1. Subject
   2. Verb
   3. Irregular verbs
   4. Verb tense
   5. Noun
   6. Pronoun
   7. Antecedent
   8. Adjective
   9. Adverb

B. Subject-Verb Agreement Rules
   1. A singular subject takes a singular verb.
   2. A plural subject takes a plural verb.
   3. When a sentence starts with here or there, the subject comes after the verb (still must agree).
   4. Most compound subjects joined by and take a plural verb.
   5. When a singular subject and plural subject are joined by or, either-or, neither-nor, or not only-but also, the verb agrees with the nearest subject.
   6. A word that refers to a group of people is sometimes considered singular.
   7. Some pronouns may not seem clearly singular or plural.

LESSON PLAN

A. Course Title: Writing B. Lecture Number: 9

B. Topic: Usage

C. Prerequisite: Subject/verb Agreement

D. Purpose: Irregular Verbs

E. Performance Objective: The student should be able to change verbs to the past and past participle forms.

Activity: The student will complete exercises from Lesson 9 of text.

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: IX

I. IRREGULAR VERBS

A. Principal Parts
  1. Present
  2. Past
  3. Past participle

B. Forms of Verbs
  1. Regular verbs form the past and past participles forms by adding ed to the present principal part.
  2. Irregular verbs change to the past and past participles using several different patterns.

C. Infinitive
  1. To and present principal part of verb. (Example: to ask)
  2. A verbal used as a noun, adjective, or adverb.

D. Rules
  1. The past participle form always uses a helping verb such as has, have, had, is, are, was, or were.
  2. The past form never uses a helping verb.

LESSON PLAN

A. Course Title: Writing B. Lecture Number: 10

B. Topic: Verb Tenses

C. Prerequisite: Irregular verbs

D. Purpose: To tell when action takes place or when a condition is true

E. Performance Objective: At the completion of the unit, the student should be able to write sentences using the proper tenses of verbs.

Activity: Exercises from Unit 10, Verb Tenses

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: X

I. VERB TENSES

A. Tense

1. Tell when an action takes place or when a condition is true
2. Present tense expresses an action that takes place now or that a condition is true now.
3. Past tense expresses an action that took place or a condition was true in the past.
4. Future tense expresses an action will take place or a condition will be true in the future.
5. Present perfect expresses that an action was completed or a condition was true in some indefinite time in the past.
6. Past perfect expresses that an action began and ended before another past action began.
7. Future perfect expresses that a future action will begin and end before another definite future action begins.

B. Rules With the Verb Be

1. Use were when a sentence expresses either a wish or a thought contrary to fact.
2. Use a form of be and the present participle when the subject is doing an action.
3. Use a form of be and the past participle when a subject receives the action.
4. Use be with clauses beginning with that which come after the verb and express a request or recommendation.

LESSON PLAN

A. Course Title: Writing B. Plan Number: 11

B. Topic: Personal Pronouns

C. Prerequisite: Verb Tense

D. Purpose: To learn how pronouns are used

E. Performance Objective: The student should be able to demonstrate the correct use of pronouns in a sentence.

Activity: Exercise II, Personal Pronouns

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XI

I. PERSONAL PRONOUNS

A. Pronoun
  1. A word that takes the place of a person, place, or thing.
  2. Uses
    a. Subject
    b. Object
    c. To show possession

B. Rules
  1. A subjective pronoun is used as the subject of a sentence and a subject complement.
  2. An objective pronoun is used as the object of a verb or of a preposition.
  3. In a compound subject or object, the pronoun is always last. When used with another pronoun, I or me is placed last.

C. Rules That Apply to Common Pronoun Errors
  1. Use a subjective pronoun when a predicate pronoun that refers to the subject follows a linking verb.
  2. When a comparison is made using the words than or as, words are often omitted from the sentence. Determine the omitted words to choose the correct pronoun.
  3. When a pronoun is used to restate a subject, choose a subjective pronoun.
  4. When a pronoun is used to restate an object, use an objective pronoun.
  5. Possessive pronouns are used before nouns or alone and never contain an apostrophe.

D. Reflexive Pronouns
  1. Use a reflexive pronoun when the subject is both the doer and the receiver of the action.
  2. Never use a reflexive pronoun unless it reflects another noun or pronoun in the sentence.

E. Intensive Pronouns
  1. Use an intensive pronoun to add emphasis to another noun or pronoun.
  2. An intensive pronoun often appears immediately after the subject.

LESSON PLAN

A. Course Title: Writing B. Plan Number: 12

B. Topic: Pronouns Antecedents

C. Prerequisite: Personal Pronouns

D. Purpose: Nouns that stand for pronouns

E. Performance Objective: The student should be able to identify pronouns and antecedents and use them correctly in a sentence.

Activity: The student will complete exercises from Lesson 12 in text.

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XII

I. PRONOUNS AND ANTECEDENTS

- A. Antecedents
  - 1. The noun that a pronoun stands for and refers to is the antecedent of that pronoun.
  - 2. A pronoun must agree with its antecedent.
- B. Rules
  - 1. A pronoun must agree with its antecedent in number--singular or plural.
  - 2. Use a plural pronoun when a compound antecedent, joined by and, refers to two or more.
  - 3. When a compound antecedent is joined by or, either-or, or neither-nor, the pronoun should agree in number with the nearest antecedent.
  - 4. A pronoun must agree with its antecedent in gender.
  - 5. A pronoun must agree with its antecedent in person--first, second, or third.

LESSON PLAN

A. Course Title: Writing   B. Plan Number: 13

B. Topic: Indefinite Pronouns

C. Prerequisite: Pronouns and Antecedents

D. Purpose: Use of indefinite pronouns

E. Performance Objective: The student will demonstrate correct use of indefinite pronouns.

Activity: Exercises from unit 13 of text

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ________________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XIII

I. INDEFINITE PRONOUNS

A. Indefinite Pronoun
   1. Makes a general reference to a person, place or thing
   2. Some are always singular.
   3. Some are always plural.

B. Rules
   1. Use a singular pronoun when its antecedent is a singular indefinite pronoun.
   2. Use a plural pronoun when its antecedent is a plural indefinite pronoun.

C. Troublesome Pronouns
   1. Who, whom, and whose often misused
   2. Rules
      a. Use who (or whoever) in the subjective case
      b. Use whom (or whomever) in the objective case
      c. Use whose to show possession

D. Common Pronoun Errors
   1. Use of a double negative
   2. In order to make a sentence mean "no" or "not," use only one negative.

LESSON PLAN

A. Course Title: Writing B. Plan Number: 14

B. Topic: Adjectives and Adverbs

C. Prerequisite: Indefinite Pronouns

D. Purpose: Descriptive words

E. Performance Objective: The student should be able to apply rules for the use of adjectives and adverbs.

Activity: Exercises from Unit 14 of text

Mini-test

Review usage

Conditions: Classroom/lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XIV

I. ADJECTIVES AND ADVERBS

A. Adjectives
  1. Use an adjective to describe a noun or a pronoun
    a. What kind
    b. Which one
    c. How many
  2. Adjectives may come before the word they modify or after a form of the verb to be as a predicate adjective.

B. Adverbs
  1. Use an adverb to describe an action verb.
  2. Use an adverb to describe an adjective or another adverb.
  3. Adverbs tell
    a. When
    b. Where
    c. How
    d. To what extent

C. Troublesome Adjectives and Adverbs
  1. Bad and badly
  2. Good and well
  3. Few and less

D. Adjectives and Adverbs Can Show Degrees of Comparison.
  1. Comparative form
    a. To compare two people, places, or things
    b. Add er to one syllable adjectives and adverbs
    c. Add more or less before two syllable adjectives and adverbs
  2. Superlative form
    a. To compare more than two people, places, or things
    b. Add est before one syllable adjectives and adverbs
    c. Use most and least before two syllable adjectives and adverbs
    d. Do not make double comparisons
    e. Never use more, most, less, or least with adjectives or adverbs ending in er or est.

LESSON PLAN

A. Course Title: Writing B. Plan Number: 15

B. Topic: Sentence Structure

C. Prerequisite: Adjectives and Adverbs

D. Purpose: Sentence fragments

E. Performance Objective: The student should be able to recognize sentence fragments and make corrections to make complete sentences.

Activity: Exercises in Unit 15 of text

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XV

I. SENTENCE STRUCTURE

- A. Terms and Definitions
    - 1. Sentence
    - 2. Fragments
    - 3. Run-on sentence
    - 4. Compound sentence
    - 5. Conjunctive adverb
    - 6. Parallel structure
    - 7. Phrase
    - 8. Subordination
    - 9. Modifier
- B. Sentence Fragments
    - 1. Sentence (clause)
        - a. Subject
        - b. Verb
        - c. Express complete thought
    - 2. Dependent clauses
        - a. Essential
        - b. Nonessential
        - c. Relative pronoun
- C. Rules
    - 1. A sentence must have a subject.
    - 2. A sentence must have a complete verb.
    - 3. A sentence cannot be a dependent clause.
    - 4. A sentence cannot use a relative pronoun for a subject.

LESSON PLAN

A. Course Title: Writing B. Plan Number: 16

B. Topic: Run on Sentences

C. Prerequisite: Sentence Fragments

D. Purpose: Sentence structure

E. Performance Objective: The student should be able to demonstrate methods of correcting run-on sentences.

Activity: The student will complete exercises in lesson 16 of text

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ____________________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XVI

I. RUN-ON SENTENCES

- A. Ways to Avoid
    1. Make two sentences
    2. Join two independent clauses with a semicolon
    3. Join with a comma and a coordinating conjunction
    4. Join with a semicolon, a conjunctive adverb, and a comma
- B. Rules
    1. Correct a run-on sentence using a period
    2. Correct a run-on sentence using a semicolon
    3. Correct a run-on sentence using a comma and a coordinating conjunction
    4. Correct a run-on sentence using a semicolon, a conjunctive adverb, and a comma

LESSON PLAN

A. Course Title: Writing B. Plan Number: 17

B. Topic: Writing Skills

C. Prerequisite: Run-on Sentences

D. Purpose: Combining sentences

E. Performance Objective: The student should be able to combine sentences using rules for sentence structure.

Activity: The student will complete exercises from Lesson 17 of text

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ____
(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XVII

I. SENTENCE COMBINING

- A. Methods in Combining Sentences
  - 1. With a semicolon
  - 2. Use a conjunctive adverb
  - 3. Use coordinating conjunctions
- B. Rule
  - 1. Combine sentences using a semicolon
  - 2. Combine sentences using a semicolon, a conjunctive adverb, and a comma
  - 3. Combine sentences using a comma and a coordinating conjunction

LESSON PLAN

A. Course Title: Writing B. Plan Number: 18

B. Topic: Parallel Structure

C. Prerequisite: Sentence Combining

D. Purpose: To insure that items in a series are parallel in structure

E. Performance Objective: The student should be able to apply the rules of parallelism in sentence structure.

Activity: Exercises 1-12, Lesson 18 of text

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F.

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XVIII

I. PARALLEL STRUCTURE

A. Parallelism--Each item in a series must grammatically match the other.

B. Rules

1. Use parallel adjectives and nouns in a series
2. Use parallel verb phrases in a series
3. Use parallel verbs in a series
4. Use parallel adverbs in a series
5. Use parallel prepositional phrases in a series
6. Use parallel verbs and nouns in a series

LESSON PLAN

A. Course Title: Writing B. Plan Number: 19

B. Topic: Subordination

C. Prerequisite: Parallel Construction

D. Purpose: Sentence structure

E. Performance Objective: The student should be able to use subordinate clauses to add information to the main idea of a sentence.

Activity: Exercises 1-12, Lesson 19 of text

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XIX

I. SUBORDINATION

- A. Subordinate Clauses
  - 1. Add essential or non-essential information
  - 2. Dependent on the main idea
  - 3. Adverb clauses beginning with a subordinating conjunction
  - 4. Adjective clauses beginning with a relative pronoun
- B. Rules
  - 1. Use a subordinating conjunction to establish a relationship between an independent and a dependent clause
  - 2. Use a relative pronoun to begin a subordinate clause

LESSON PLAN

A. Course Title: Writing B. Plan Number: 20

B. Topic: Misplaced Modifiers

C. Prerequisite: Subordination

D. Purpose: Proper placement of descriptive words

E. Performance Objective: The student will demonstrate the proper placement of modifiers in a sentence.

Activity: Exercises 1-14, Lesson 20 of text

Mini-test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ____
(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Lecture Number: XX

I. MISPLACED MODIFIERS

- A. Modifiers
  - 1. Words or phrases that describe another word or phrase
  - 2. Adjectives, which describe nouns
  - 3. Adverbs, which describe verbs, adjective, and other adverbs
  - 4. Misplaced modifiers
    - a. Confuse or change sentence meaning
    - b. Appear to describe the wrong word
  - 5. Dangling modifiers
- B. Rules
  - 1. Avoid wrong placement of words or phrases
  - 2. Avoid unclear placement of words or phrases
  - 3. Avoid dangling modifiers

LESSON PLAN

A. Course Title: Writing B. Plan Number: 21

B. Topic: Sentence Revising

C. Prerequisite: Misplaced Modifiers

D. Purpose: Proper relationships between ideas

E. Performance Objective: The student should be able to apply all the rules of structure to make a sentence express the proper relationship between ideas.

Activities: Exercises 1-16, Lesson 21 of text

Mini-test

Review sentence structure

Exercises 1-55, sentence structure review

Post test

Conditions: Classroom/Lecture

Standards: 80% on assigned exercises and tests

F. ______________________________

(Equipment, Materials, Resources Required)

Quantity	Item
	GED Writing Skills; Steck Vaughn Adult Education Editors, Ron Lemay, Supervising Editor; Steck-Vaughn Company, 1991.

LECTURE OUTLINE

A. Course Title: Writing B. Plan Number: XXI

I. SENTENCE REVISING

- A. Express Main Idea
  - 1. Must be grammatically correct
  - 2. Order and clarity
- B. Rules
  - 1. When changing the word order in a sentence, be careful to note clarity and logic
  - 2. When combining sentences, identify the most important idea and change accordingly
  - 3. When combining sentences, establish a relationship between the two ideas in the sentence

ADDENDUM TO WPL WRITING SKILLS

PUEBLO COMMUNITY COLLEGE

COURSE SYLLABUS

TITLE OF COURSE: Writing Skills for the Workplace

PREFIX/NUMBER: __________

INSTRUCTOR: __________

DAYS/TIME __________

BUILDING/ROOM __________

INSTRUCTOR OFFICE HOURS: M __________

T __________

W __________

T __________

F __________

COURSE SYLLABUS

1. TITLE OF COURSE: Writing Skills for the Workplace

PREFIX/NUMBER: WPL Writing Credit Hours:

2. PREREQUISITES: None

3. RESOURCES NEEDED:

TEXT: Materials and handouts

SUPPLIES:

4. COURSE GOAL: To develop skills in basic correspondence and technical writing

5. COURSE OBJECTIVES:

A. To understand the purpose and format of the following technical writings:
   (1) Business letters
   (2) Memos
   (3) Proposals
   (4) Reports

B. To know the basic components of effective technical writing
C. To know how to use an inverted-pyramid outline
D. To know how to write a technical brief
E. To know how to write a technical proposal
F. To know how to write a technical report
G. To experience writing a first, second, and final draft for a technical report

6. EVALUATION PROCEDURES:

Raw Scores Range	Grade Scale Letter Grade
	A
	B
	C
	D
	F

____

Special Remarks:

COURSE OUTLINE

I. Introduction to Components of Effective Business Writing

  A. Writing Steps
  B. Descending Outline
  C. Memo

II. Organization

  A. Clarity
  B. Viewpoint

III. Content

  A. Business Letters - Full Block
  B. Business Letters - Modified Block
  C. Reports

IV. Conciseness

V. Style

VI. Documents

  A. Title Page
  B. Abstracts
  C. Table of Contents

VII. Reports and Assignments

VIII. Evaluation

LESSON PLAN

A. Course Title: WPL Writing   B. Skill Number: 1

B. Skill: Orientation

C. Prerequisite: None

D. Purpose: Structure of Class

E. Performance Objectives: By the end of this class period, the students will:
(1) Know what will be covered in the eight-week course.
(2) Know what the assignments will be.
(3) Be introduced to the basic components of effective business writing.
(4) Write one or more one-paragraph memos in class.
(5) Know basic format of a memo.

1. Activity: a. Write a full-page, first-draft memo describing the job you now hold. Include details of the physical area of your workplace.

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and tests

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
Handouts:	1.1 Class outline 1.2 Writing steps 1.3 Descending outline (inverted pyramid) 1.4 Memo format

LECTURE OUTLINE

A. Course Title: WPL Writing B. Skill Number: 1

CLASS OUTLINE

INSTRUCTIONS WILL INCLUDE:

I. Steps to take in preparing to write such documents as a business memo or report

II. Gathering and recording of information

III. Descending outline

IV. Writing of first draft

V. Writing of second draft

VI. Editing second draft for final preparation. This will be done within groups. The following areas will be addressed:
  a. Content
  b. Grammar (trouble areas, if any, will be addressed)
  c. Conciseness
  e. Style

VII. Format for the cover memorandum for reports

VIII. Writing abstracts

Class assignments will include writing one memo, a proposal, and a report. These writings may be modified for use in the speech class.

WRITING STEPS

I. ANALYZE YOUR AUDIENCE

a. Are there one or a multiple of readers?

b. What is the reader's interest?

c. How knowledgeable is the reader(s)?

d. How will the information be used by the readers(s)?

II. THINK IT THROUGH

a. Are there special problems or obstacles to overcome?

b. Will you need documentation?

c. Will you need to prove or refute something?

d. Determine what your main message will be.

III. FIRST DRAFT

Collect any information you may need such as charts, figures, or facts. Begin writing by letting your thoughts flow freely. You don't have to begin at the beginning. You may find it easier to begin with a section you know very well. At this time don't worry about order, grammar, spelling, punctuation, or anything else except just getting your ideas down on paper. If ideas relating to other sections pop up, jot them down to the side or on another piece of paper The more you write, the more information is going to come to mind. Once you have it all down on paper, leave it alone for a while. When writing a long report or memo, it is imperative that you give yourself enough time to set your writing aside. A few days is best, but even overnight or a few hours helps. This interval gives your brain time to sort through and file the information with which you're working. When you return, everything is much clearer; and you will be able to take a fresh look at it.

IV. PUT YOUR INFORMATION INTO ORDER

Using a descending outline, put your information into logical order. At times this step will work best before you write your first draft. It depends on the individual and how much knowledge you may have concerning your subject. At any rate, an outline is simply a tool to help you organize. It may be as elaborate or as simple as you want it to be.

Remember, with a descending outline the most important information comes somewhere near the beginning, then the body which supports the main message, and finally the conclusion or summary which repeats in some way the main message. This outline is the skeleton of your memo or report. With your second draft you will put the meat on it.

V. SECOND DRAFT

Using your outline, write your second draft. When you have competed the second draft, set it aside again. It won't take long this time because the information is pretty well sorted into place in your brain. Now read it over and make changes in order, add or delete, etc. Edit for content, grammar, clarity, conciseness, and style. Ask yourself the following questions:

A. *Content*

1. Is it balanced with not too much information in one area compared to another?
2. Are your ideas clear and concise?
3. Is the information complete?

B. *Clarity*

1. Is it easily readable?
2. Have you used clear transitions?
3. Have you used concrete words and phrases?
4. Have you used a consistent viewpoint?
5. Have you used simple words, short sentences, proper paragraphs?

C. *Conciseness*

1. Have you used active voice verbs whenever possible?
2. Have you avoided unnecessary adverbs and adjectives?
3. Have you avoided circumlocutions and redundancies?

D. *Style*

1. Did you use a personal, conversational tone.
2. Did you use strong verbs?
3. Have you varied the length of your sentences and paragraphs?
4. Have you used parallel structure?
5. Do your sentences, paragraphs, and ideas flow easily from one to another?

E. *Grammar*

1. Are all sentences complete with no fragments or dangled verbals?
2. Do all pronouns agree with antecedents, verbs with subjects?
3. Have you changed tenses unnecessarily?
4. Have you overused capitalization or punctuation?
5. Is your spelling correct?

VI. THIRD DRAFT

The third draft may be your final draft or it may not be. There will be times when you may have to rewrite a complex report several times. You may find it helpful to write each draft on a different color of paper. In this way you can keep from mixing up the pages as you refer to earlier drafts. After rewriting the second draft with all the corrections made, carefully proofread it again. When you find it's as good as you can get it, proceed with the last step.

VII. ADDITIONS

If appropriate, prepare the following additions and arrange your memo, report, or letter in proper order.

1. Transmittal letter (introductory letter)
2. Abstract (Brief summary of letter, memo, or report)
3. Title of page
4. Table of Contents
5. Memo or report
6. Appendices (optional material: maps, charts, pictures, etc.)

DESCENDING OUTLINE

The "descending outline" or "inverted pyramid," as it is also referred to, was developed by the journalism field. In this type of outline, essential information is presented at the beginning of a story or article, follow with supporting points and details, and end with a summary and reinforcement of the main message. An editor then can cut at any point and not lose the main message, the purpose of your speech or report. Following is a brief "outline" of a descending outline:

I. Main Message or Most Important Information

    A. Recommendations
        1. __________
        2. __________
    B. Conclusions
        1. __________
        2. __________

II. Body (How, when, who, why, where) Supporting Information.

    A. ____________________
        1. __________
        2. __________
            a. __________
            b. __________
    B. ____________________

III. Summary and Reinforcement of Main Message.

IV. Appendices (optional material)

    A. Tool listing
    B. Charts
        1. January sales
        2. February sales

Make your outline as short or as long, as simple or detailed as necessary to organize your report or speech. It's your tool; use it the way it best helps you. An outline can:

- a. organize your information.
- b. speed up your first draft.
- c. help you to condense.
- d. help you to see relationships and ideas.
- e. eliminate major revisions.
- f. let you know exactly where you are.

MEMO

I. There are only two main parts to a memo:
   a. The heading
   b. The body

II. Omit a closing and signature as used in letters. You may sign your name at the end if you wish.

III. If the memo includes more than one page, use the same heading used on the second page of letters. Move down five or six spaces from the top. As follows:

Name Date Page No.

Following are examples of the format used for memos:

WITHOUT COMPANY LETTERHEAD:

To:________________
From:______________
Date:_______________
Subject:____________

WITH COMPANY LETTERHEAD:

COMPANY NAME

To:________________
Dept:_______________
From:______________
Dept:_______________
Subject:____________

The format used for memos will vary within companies. A memo is not as formal as a letter. Information is the primary concern. Memos can save time if the receiver replies directly on the memo or a copy of it. A memo is usually sent to someone within the organization.

LESSON PLAN

A. Course Title: WPL Writing B. Skill Number: 2

B. Skill: Organization

C. Prerequisite: Effective Business Writing

D. Purpose: Clarity of Writing

E. Performance Objective: By the end of this class period, the students will be able to:
- (1) organize their first draft into descending outline form.
- (2) know how to rewrite the second draft of the memo.
- (3) will understand the meaning of clarity and the importance of paragraphs subheadings, white space, bullets, and numbering.
- (4) will understand writing from a particular viewpoint.

1. Activity: Second draft. Rewrite the memo. Concentrate especially on clarity.
2. Conditions: Lecture/Classroom
3. Standards: 80% on assignments and tests

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity		Item
	Handouts:	Clarity Viewpoint

LECTURE OUTLINE

A. Course Title: WPL Writing B. Skill Number: 2

CLARITY

I. Use paragraphs by idea and for eye appeal. Ordinarily, paragraphs end with the completion of an idea. However, long paragraphs are hard to read and understand. If a paragraph becomes too long, even if the idea is still the same, begin a new paragraph at the most logical place to break.

II. Use capital letters, headings and subheadings, numbers, letters, and bullets for ease of reading. The reader should be able to read just the headings and get the gist of long memos or reports.

III. Use plenty of white space. This allows the reader a rest between subjects and breaks up complex material.

IV. Use a consistent viewpoint:

a. First person, "I or We," the writer tells about his/her own experience.
b. Second person, "You," the writer or speaker talks directly to the reader or listener.
c. Third person, "He, she, it, they," the writer or speaker tells the reader or listener about someone or something.

V. Is the writing easily readable? Does it flow smoothly with clear transitions? Transitions guide the reader to the next point or idea. Examples are:

If adding to an idea: In addition, above all, equally important, etc.
If comparing: In the same way, likewise, equally, etc.

If changing a viewpoint: In fact, of course, in another sense

VIEWPOINT

When writing, it is important to use a consistent viewpoint. It is very easy to shift back and forth from one person to another without realizing it. Be sure you know the different persons and how they are used:

FIRST PERSON VIEWPOINT: I am telling about my experience. Use "I" or "we."

Example: I am very aware of my customers' desires.

SECOND PERSON VIEWPOINT:	The writer or speaker is talking directly to the audience. Use "You."

Example: You must be more aware of your customers' desires.

THIRD PERSON VIEWPOINT:	The writer or speaker is telling the audience about someone or something else. Use "he, she, it, or they."

Example: They are very aware of their customers' desires.

LESSON PLAN

A. Course Title: WPL Writing B. Skill Number: 3

B. Skill: Content

C. Prerequisite: Organization

D. Purpose: To develop organizational skills

E. Performance Objectives: By the end of this class period, the students will be able to:
(1) proofread the second draft of the memo.
(2) understand the difference and similarities of technical letters, memos, and reports.
(3) understand the meaning and importance of content.

1. Activity:
   a. Prepare final draft of the memo. This final draft will be turned in during the next class.
   b. Write a first draft of a three- to four-page technical report describing a process, a product, an experiment, a happening, etc., concerning any part of your job. You may also use a subject other than your job about which you may be knowledgeable.

      The final draft of this report will include:
      (a) Title Page
      (b) Abstract
      (c) Table of Contents
      (d) Appendices

2. Condition: Lecture/Classroom

3. Standards: 80% on assignments and tests

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Handouts: Contents Business letter--full block Business letter--modified block Reports

LECTURE OUTLINE

A. Course Title: WPL Writing B. Skill Number: 3

CONTENTS

Content has to do with your subject matter. Ask yourself these questions:

I. Is the idea clear and concise?

II. Is the information complete?

III. Is there enough information for the reader to understand the main points?

IV. Are the main points clear, definite, and easily identified?

V. Does the body support, clarify, and/or add to the main point?

BUSINESS LETTER - FULL BLOCK

Heading (Use only the date if there is a printed heading)

Inside Address:

____
____
____

Salutation:

Body:

I. Paragraphs are not indented. Use either mixed or open punctuation.

II. Follow the same guidelines when formatting letters as you would for memos and reports; that is, use headings, subheadings, white space, numbers, etc. to make reading and understanding easier.

III. If there is more than one page, use the following heading on the second and subsequent pages starting on the fourth line from the top of the page:

Name
Date
Page No.

Complimentary Close

Typed Signature Line

Reference initials

cc: copy notation

BUSINESS LETTER - MODIFIED BLOCK

Heading:
Address
City, State Zip
Date

Inside Address:
Name
Address
City, ST Zip

Salutation:

Body:

I. Paragraphs may be blocked or indented.

II. Arrange the same as memos and reports.

III. If there is a printed company heading, use only the date two or three lines below the heading.

IV. Use a colon after the salutation and a comma after the complimentary close.

Complimentary Close,

Typed Signature Line

Reference initials

cc:

REPORTS

FORM:

There is no one form you must follow when writing a report. You may use a letter form, memo form, or a formal report form. Companies may have forms already set up for certain reports, or you may be required to create reports for specific purposes. In many cases, the purpose of the report will determine the format.

The information may explain a process, an experiment, or any other of a number of subjects. Its purpose may be to inform, persuade, evaluate, etc. It may be technical or conversational in style or be in the form of table, graphs, or charts. Reports focus on facts and specific goals. They seldom theorize, speculate, or hypothesize. The information is detailed and concrete. Every word is necessary.

Long reports may have some or all of the following parts:

I. Letter of transmittal - This is a letter which presents very briefly the accompanying document.

II. Abstract - A complete summary of the document

III. Title page - Name of the report

IV. Table of contents

V. Body

VI. Appendices - Optional material: drawings, charts, maps, lists, etc.

ARRANGEMENT:

I. Margins: For a left-bound report leave one and a half inch margin at the left side and at the top of the first page. Leave an inch margin on the right side, at the bottom, and on the top of the second and subsequent pages.

II. Page numbers: Use Arabic numerals with no parentheses or periods. Begin with page two on the second page. Do not number the first page.

III. Heading: This is the title or name. Center the heading about an inch and a half from the top of the page. You may capitalize all of the letters or only the first. Do not capitalize articles, short conjunctions, and short prepositions. If using a computer you may use bold and/or underlining which makes the report easier to read.

IV. Spacing: The space between the heading and body may vary but leave at least a double space. Space according to the length of the writing. Use a second page in order to have at least a minimum of white space for ease of reading. If you end up with only one or add more white space to the first page so that there will be more on the second page, be consistent in your spacing, using parallel construction throughout the report.

Always end or begin each page with at least two lines of a paragraph. You may have to adjust your space somewhere in order to do this.

The body of the report may be single or double spaced. If double spaced, you must increase your white space between paragraphs and subheadings proportionately; or it is preferred to indent paragraphs in a double-spaced report.

LESSON PLAN

A. Course Title: WPL Writing B. Skill Number 4

B. Skill: Conciseness

C. Prerequisite: Content

D. Purpose: To organize first draft and descending outline

E. Performance Objectives: By the end of this class period, the students will:
(1) understand how to organize the first draft using the descending outline.
(2) begin writing the second draft of the report.
(3) understand the meaning of conciseness.
(4) take a test over concepts presented in the past four weeks.

1. Activity: Complete the second draft of the report. Please type if possible.

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and tests

F. ________________________________
(Equipment, Materials, Resources Required)

Quantity		Item
	Handouts:	Conciseness Fourth week test

LECTURE OUTLINE

A. Course Title: WPL Writing B. Skill Number: 4

CONCISENESS

Concise means exact, brief, nothing included except that which is necessary. If a word is not necessary to your message, don't use it. Some ways of making your writing concise are:

I. Use active voice verbs. In active voice the subject does the acting. In passive voice the subject receives the action.

Examples:

Active: Examine the records closely for errors. (six words) The subject "you" is understood.

Passive: The records will be closely examined by you. (eight words)

Active voice requires fewer words, is to the point, strong, personal, and alive. Passive voice is weak, impersonal, and dull. To change a passive voice to active, use a personal pronoun: I, you, we.

Another way: Make the "doer" at the end of the sentence the subject of the sentence.

II. Avoid unnecessary adjectives and adverbs. Whenever possible use nouns and verbs. Adjectives and adverbs often describe opinions. Business writing should primarily consist of facts, not opinions.

III. Leave out circumlocutions: cliches, redundancies, little extra words. Make your writing crisp and strong and to the point.

Use:

About	*instead of*	With regard to
To	*instead of*	Pertaining to
In most cases	*instead of*	Usually
At this time	*instead of*	Now

FOURTH WEEK TEST

I. What is the basic purpose of a memo?

II. In what way does a proposal differ from a memo?

III. What are the three basic parts of a descending outline?

IV. What is the primary difference between a descending and an ascending outline.

V. Why is it important to know your audience?

VI. What should you concentrate on accomplishing with your first draft?

VII. Name three ways in which an outline might help you.

Match up the following concepts with best meaning:

_____ Clarity
_____ Viewpoint
_____ Content
_____ Proposal
_____ Memo

1. The subject written about
2. No unnecessary words
3. Easy to read
4. An announcement
5. Purpose is to sell
6. Presents information

Provide the pronouns used with the following person

First person ____________________

Second person ____________________

Third person ____________________

LESSON PLAN

A. Course Title WPL Writing B. Skill Number: 5

B. Skill: Style

C. Prerequisite: Conciseness

D. Purpose: Developing writing style

E. Performance Objectives: By the end of this class period, the students will:
(1) begin editing the second draft.
(2) review basics of good business writing.
(3) review punctuation.
(4) be able to apply knowledge of clarity, content, conciseness, and style.
(5) write a brief paragraph defining the following: conciseness, clarity, content, and style.

1. Activity: Prepare the final draft of the report. This will be turned in during the seventh week class.

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and tests

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Handouts: Style

LECTURE OUTLINE

A. Course Title: WPL Writing B. Skill Number: 5

STYLE

Style is the writer's individuality. Your writing may be personal, warm and easy flowing or impersonal, cool, and stilted. The business trend today is moving away from the impersonal, cool type of writing. Some things that you can do to develop a pleasing style are:

I. Vary the length of sentences and paragraphs. Variety adds interest to your writing It is similar to the way you use your voice when talking. Sentences and paragraphs all the same length become boring and monotonous.

II. Edit your writing for weak verbs. Whenever possible choose the active voice. The active voice creates a much stronger message.

III. In general, write as you would talk. Say what you've written out loud. Does it sound unnatural, stilted? Say it as you would say it. Then try writing it the same way. Writing and speaking are not exactly alike; speakers can use body language, eye contact, and voice inflection to communicate. However, in general, writing it the way you would say it cuts out much of the unnecessary and gets quickly to the point. And, it gives your writing a personal, conversational style.

IV. Choose the proper tone for your writing. Tone has to do with being formal or informal. In general, express your idea on paper to your reader(s) as you would if you were speaking to them.

V. Avoid circumlocutions which make your writing seem distant and pompous.

LESSON PLAN

A. Course Title: WPL Writing B. Skill Number: 6

B. Skill: Structure

C. Prerequisite: Style

D. Purpose: Title page, table of contents, and abstract

E. Performance Objectives: By the end of this class period, the students will:
(1) know how to prepare a title page.
(2) know how to prepare a table of contents.
(3) be able to write a letter of transmittal to accompany the report.
(4) be able to write an abstract pertaining to the report.

1. Activity: Prepare a title page, table of contents, letter of transmittal, and an abstract. Arrange in order with completed report. Include an appendix at the end, if any.

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and tests.

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Handouts: Title page

LECTURE OUTLINE

A. Course Title: WPL Writing B. Skill Number: 6

TITLE PAGE: Use for long documents.

NAME
OF DOCUMENT

DATE OF SUBMISSION

PREPARED BY
NAME
DEPARTMENT NAME

ABSTRACTS

An abstract is a summary, a condensed version of a long report, book, memo, etc.. There are basically only two types:

Descriptive:	It is very short, and notes only the main points. It describes what the report, memo, or chapter covers. An abstract helps the reader decide if he/she wants to spend time reading the full document.
Informative:	This lists main facts and information. This gives the reader the most important parts of the whole document and can actually take the place of the original report if necessary.

When writing an abstract, use the original form but condense it. Use complete sentences. Don't omit articles. Change the wording in order to shorten the abstract but stay with the correct meaning and facts.

If accompanying the original document, title the abstract simply "Abstract." If presented before the original document, title it: Abstract of " (Name of document)" by _____ Date___.

LESSON PLAN

A. Course Title: WPL Writing B. Skill Number: 7

B. Skill: Review

C. Prerequisite: Topics 1-6

D. Purpose: Review

F. Performance Objectives: By the end of this class period, the students will:
- (1) hand in completed report assignments.
- (2) review concepts of good business writing.
- (3) ask questions.
- (4) take a test over material covered in class.

F. ______________________________
(Equipment, Materials, Resources Required)

Quantity	Item
	Test on Paper

LECTURE/OUTLINE

A. Course Title: WPL Writing B. Skill Number: 7

REVIEW

LESSON PLAN

A. Course Title: WPL Writing B. Skill Number: 8

B. Skill: Evaluation

C. Prerequisite: Review

D. Purpose: Student evaluations of strengths and needs

E. Performance Objectives: By the end of this class period, the students will:

(1) determine how much they know from test papers.
(2) will receive corrected, graded reports.
(3) will read reports in class.
(4) know strong and weak points from comments and suggestions by other students.
(5) will evaluate the strengths and weaknesses of the eight-week course.

1. Activity: Read reports

2. Conditions: Lecture/Classroom

3. Standards: 80% on assignments and tests

F. ________________________________
(Equipment, Materials, Resources Required)

Quantity	Item

LECTURE OUTLINE

A. Course Title: WPL Writing

B. Skill Number: 8

ACKNOWLEDGEMENTS

Ged Writing Skills. Steck-Vaughn, 1991.

Evaluation Within the Writing Process, A Guide to Self/Peer/Teacher Evaluation. Coronado Publishers, Inc., 1985.

Your English. Coronado Publishers, Inc., 1984.

Basic Skills Improvement. Vocational Studies Center, School of Education, University of Wisconsin, Madison, WI 53705.

Pueblo Community College Printshop

BUSINESS COMMUNICATIONS AND REPORT PREPARATION (BUS 285)

PIKES PEAK COMMUNITY COLLEGE

BUSINESS COMMUNICATIONS AND REPORT PREPARATION

NOTE: This was a class which the site advisory council wanted delivered for college credit. The challenge was to make it workplace specific yet not alter the course to such an extent that offering it for credit would violate college policies. The solution was for participants to use work related materials whenever possible. An additional three hour review of grammar and punctuation was also embedded in the course.

OBJECTIVES: The student will:

1. develop an understanding of what constitutes effective business communications.
2. develop the skills necessary to create effective business communications.
3. learn the various strategies involved in formatting correspondence and meeting business objectives.
4. become proficient in formulating business strategies.
5. become proficient in researching information to formulate various forms of short and formal reports.

LENGTH OF TIME: This course is delivered in 32 one and one half hour sessions.

MATERIALS NEEDED:

- Text: Lesikar, Raymond V. Basic Business Communication, 5th Ed., Irwin Publishing Company, Homewood, Ill. 1991.
- Overhead projector
- Whiteboard

COURSE OUTLINE:

WEEK	TOPICS COVERED	HOMEWORK
1	Course Introduction, Ch. 1	
	Ch. 21	Ex. p. 612
2	Adaption and Selection - Ch. 2	Reading
	Clear Sentences and Paragraphs - Ch. 3	Fog Index
3	Review of Grammar and Punctuation	
4	Writing for Effect - Ch. 4	
	Term Test I, Review Ch. 1-4	Ch. 21
5	Review of Formal Report Assignment	Article Research
	Title, Bibliography Ch. 12	
	Direct Letters Ch. 5	Letters
6	Direct Letters - Ch. 5	Letters
	Routine Response Letters - Ch. 6	Letters

7	Inquires and Answers Ch. 6	Letters
8	Formal Report Bibliography Due Formal Report Structure - Ch. 12 Long Formal Reports - Ch. 14 & 15	Begin Outline
9	Indirect Letters - Ch. 7	Letters
10	Indirect Letters - Ch. 7 & Supplement	
11	Persuasion in Sales - Ch. 8	Letters
12	Formal Report Outline Due Collection Strategy Series - Ch. 9	Letters
13	Job Application and Resume - Ch. 11	
14	Short Report Formats - Ch. 13 Formal Reports Due	
15	Short Report Formats - Ch. 13 Personal Resume Due	
16	Short Report Due Term Test II - Letters and Report Formats	

COMPETENCIES EVALUATED IN THE COURSE:

Personal Skills (P)

1. Communicating ideas - oral and written
2. Creating questions to identify problems
3. Performing as a group member
4. Performing as a group leader
5. Creating ideas logically
6. Using software effectively
7. Formulating solutions
8. Reading with comprehension
9. Working with time constraints

Writing (W)

1. Formulating effective essay responses
2. Developing information summation
3. Creating conclusions from information
4. Creating recommendations from conclusions
5. Library research for information gathering
6. Formulating written strategies
7. Critiquing written work

Critical Thinking (C)

1. Logical organization
2. Creation of problem solving design
3. Sequencing of solution requirements
4. Recalling terms, events, and facts
5. Mathematical solution capability
6. Adherence to format or standard
7. Problem recognition

Decision Making and Reasoning (D)

1. Evaluating material for relevance
2. Evaluation and logical choice
3. Reasoning from events/data
4. Choosing from logical recommendations
5. Determining accuracy, clarity, and neatness
6. Using logical and ethical choice
7. Assigning significance to problem elements

Mathematical (M)

1. Application of formulas and procedures
2. Use of logic
3. Mathematics capability
4. Error checking and proofing
5. Critical element identification from reading

For further information regarding this course, please contact Dr. Arthur Boisselle, Pikes Peak Community College, Business and Technical Division, 5675 S. Academy Blvd., Colorado Springs, CO 80906-5498. Tel (719) 540-7271.

PIKES PEAK COMMUNITY COLLEGE
Business and Technical Division

BUS 285 - BUSINESS COMMUNICATIONS AND REPORT PREPARATION
Course Syllabus
92-93 B

COURSE DESCRIPTION:

This course presents methods for effective communication in business. It studies the forms and styles of business writing, business reports, and the use of the business and technical library. Content and strategy for the development of business letters and reports are the primary consideration. Prerequisite ENG 121, ENG 122 or permission of instructor

COURSE OBJECTIVES:

This course develops student understanding and skill necessary to create business communications. The student will be required to study various strategies involved in formatting correspondence and meeting business objectives. Concentration will focus on the development of proficiency to formulate various forms of short and formal business reports.

STUDENT REQUIREMENTS:

Student Environment: The college commitment is measured by motivation, endurance, and persistence. A successful student requires developing the required levels of time, energy, effort, and an acceptance of new standards for performance.

The faculty expects students to become an active participant in the education process. You will be required to perform using the standards that are typically modeled from the business environment. They include the necessity for goal setting, the use of professional values, defined personal priorities, and the allocation of adequate personal time.

You will be expected to complete written assignments that require either typing or word processing skills. Completed assignments may be rejected if not accomplished by the due date. Proof read all papers carefully. Your instructor may reject work that does not reflect the professional image normally found in business.

Consider that grades are not a result of having good genes, a high IQ, the outcome of luck, or easy instructors. Be confident that earning a good grade is something anyone can learn how to do.

Assignments: Course requirements include note taking, chapter reading, report subject research, preparation for discussion, and tests. You will be required to understand the various communication and writing skills and strategies. You will create letters and reports which meet specific business objectives. Assignments are due at the regularly scheduled class hour. Submission of late assignments without prior coordination with the instructor may be denied

Attendance: Students are encouraged to attend all class sessions. Test material will be taken from class presentations and the formal text. Your attendance will affect your ability to perform the course objectives. College policy will be followed where student absence beyond three sessions influences academic performance. The instructor may initiate an administrative withdrawal.

Academic Honesty: Examinations and assignments are to be completed without outside assistance of any sort. You will be instructed if a project is designed for group effort. The usual consequence of academic dishonesty is failure of the course and referral to the Vice President of Instruction for further action.

Grading Criteria: Grades will be determined with the use of an accumulated point system. Total points for the course may be adjusted by the instructor. The point structure for this course will include categories covering such competencies as: organization, management, and supervision. Assignments and Competencies included are:

Number Units		Points
-	Ch. readings and lecture for background Competencies Measured: p-2, p-8, D-1, D-3, D-7	0
2	Term tests on fundamentals and concepts Competencies Measured: C-4, P-8, W-1, D-4, P-9	120
3	Communication Exercise Presentations Grammar Review, Plan of Education, Fog Index Competencies Measured: C-1, P-1, P-5, D-1, D-3, C-2, C-6, W-2, C-7, W-7	40
	Multi-Direct Strategy Business Letters Competencies Measured: W-6, P-5, D-3, W-1, W-2, P-1, P-9	40
	Multi-Indirect Strategy Business Letters Competencies Measured: W-6, P-5, D-3,	80

	W-1, W-2, P-1, P-9	
1	Letter Application and Resume Competencies Measured: P-1, W-2, W-6, C-1, D-1	25
1	Short Report - Using Prepared Data Competencies Measured: P-1,P-2, P-7, W-3, W-4, W-2, D-7, D-3, D-6, D-1	40
1	Formal Researched Report	100
	Library Researched Bibliography, Outline Competencies Measured: C-1, C-3, C-6, C-7, D-2, W-2, W-3, W-4, W-5, D-3, D-4, D-6, D-7, P-1	25
	Total Course Points	470

LETTER GRADE POINT LEVEL: A 423, B 376, C 329, D 282

EXPLANATION OF COMPETENCIES:

Personal Skill (P)

1. Communicating ideas oral and written
2. Creating questions to identify problems
3. Performing as a group member
4. Performing as a group leader
5. Creating ideas logically
6. Using software effectively
7. Formulating solutions
8. Reading with comprehension
9. Working within time constraints

Writing (W)

1. Formulating effective essay responses
2. Developing information summation
3. Creating conclusions from information
4. Creating recommendations from conclusions
5. Library research for information gathering
6. Formulating written strategies
7. Critiquing written work

Critical Thinking (C)

1. Logical organization
2. Creation of problem solving design
3. Sequencing solution requirements
4. Recalling terms, events, and facts
5. Mathematical solution capability
6. Adherence to format or standard
7. Problem recognition

Decision Making and Reasoning (D)

1. Evaluating material for relevance
2. Evaluation and Logical Choice
3. Reasoning from events/data
4. Choosing from logical recommendations
5. Determining accuracy, clarity, and neatness
6. Using logical and ethical choice
7. Assigning significance to problem elements

Mathematical (M)

1. Application of formulas and procedure
2. Use of logic
3. Mathematics capability
4. Error checking and proofing
5. Critical element identification from reading

COURSE OUTLINE:

WEEK	TOPICS COVERED	HOMEWORK
1	Course Introduction, Ch. 1	
	Ch. 21	Ex. p. 612
2	Adaption and Selection - Ch. 2	Reading
	Clear Sentences and Paragraphs - Ch. 3	Fog Index
3	Review of Grammar and Punctuation	
4	Writing for Effect - Ch. 4	
	Term Test I, Review Ch. 1-4	Ch. 21
5	Review of Formal Report Assignment	Article Research
	Title, Bibliography Ch. 12	
	Direct Letters Ch. 5	Letters

6	Direct Letters - Ch. 5	Letters
	Routine Response Letters - Ch. 6	Letters
7	Inquires and Answers Ch. 6	Letters
8	Formal Report Bibliography Due	
	Formal Report Structure - Ch. 12	Begin Outline
	Long Formal Reports - Ch. 14 & 15	
9	Indirect Letters - Ch. 7	Letters
10	Indirect Letters - Ch. 7 & Supplement	
11	Persuasion in Sales - Ch. 8	Letters
12	Formal Report Outline Due	
	Collection Strategy Series - Ch. 9	Letters
13	Job Application and Resume - Ch. 11	
14	Short Report Formats - Ch. 13	
	Formal Reports Due	
15	Short Report Formats - Ch. 13	
	Personal Resume Due	
16	Short Report Due	
	Term Test II - Letters and Report Formats	

WRITING IN THE WORK PLACE (ENG 084)

PIKES PEAK COMMUNITY COLLEGE

INTRODUCTION:

English 083 and English 084 are components of the National Workplace Literacy Grant provided by Pikes Peak Community College through a grant from the United States Department of Education with local industry participation. Courses were tailored specifically for students from Digital Equipment Corporation and Hewlett-Packard Corporation. Although there were significant differences in the needs and aspirations of each student and student group, each course was essentially a developmental writing course responding to student needs to improve writing skills. English 083 is a 45 hour, three credit course, and English 084 is a 60 hour, four credit course. English 084 was taught in the fall as a 45 hour block to accommodate scheduling problems. In the spring the course was taught as a 60 hour block.

COURSE OBJECTIVES:

The course is designed to identify and to correct common errors in grammar and usage in professional written communication. The following core competencies were identified for this class:

A. Identify and correct common sentence structure errors by recognizing the difference between dependent and independent clauses.

1. Sentence Fragments
2. Comma Splices
3. Run-on sentences

B. Understand standard conventions for the use of punctuation marks.

1. Comma
2. Semi-colon
3. Colon
4. Apostrophe
5. Quotation Marks

C. Use word forms correctly:

1. Plurals
2. Possessives
3. Contractions

D. Identify and correct inconsistencies in agreement and coherence.

1. Subject/Verb Agreement
2. Pronoun/Antecedent Agreement
3. Consistent use of first, second, and third person (I, you, he/she/it)

E. Distinguish between commonly confused words and avoid non-standard or misuse of words.

1. Affect/Effect, Between/Among, etc.
2. Idioms (Could of vs. Could have, Plan on vs. Plan to, etc.)

F. Understand and practice devices for paragraph organization and coherence.

1. Paragraph Organization
2. Consistency in tone and levels of diction
3. Elimination of irrelevant or disruptive details or sentences

TIMING: English 083 was scheduled in two hour blocks for 12 weeks. English 084 was scheduled in two hour blocks for 15 weeks.

MATERIALS: A. Texts:

The Write Advantage, Bowen, Getz, Standridge, Witherow, McGraw Hill Publisher
The Bedford Handbook for Writers, Hacker, St. Martins Press
A Reader for Developing Writers, Buscemi, McGraw Hill Publisher
The American Heritage Dictionary, Houghton Mifflin

B. Additional Sources:

Fawcett, Susan, & Sandberg, Alvin. GRASSROOTS The Writer's Workbook, pp. 41-47, 68-80, 202-226. Boston: Houghton Mifflin Company. (1991)

Clark, James L.& Lyn R. How 6-A Handbook for Office Workers, pp. 255-288, 311-360. Boston: PWS-Kent Publishing Company. (1991)

Emery, Donald W. Kierzek, John M., & Lindblom, Peter. English Fundamentals, pp. 1-7, 53-59, 61-85, 127-137, 191-197, 199-207. New York: Macmillan Publishing Company. (1991)

Type and source of handout materials depend upon abilities and needs of students. Several sections of the English 010 text, Grassroots, were also used. Sections used depended on the abilities and needs of individual students.

C. Classroom

D. Wordprocessors and printers

LESSON PLANS:

Developing course objectives and a course outline to meet these objectives presented unique problems and opportunities. There was a wide variance in English skills and student expectations. Given the diversity in student skill levels, the challenge for the course planner was to develop a course that would challenge the more advanced student but not completely lose the less capable student. It was also important to relate the students' classroom experiences to the work place and home environment.

The same basic approach to course development was taken with each course. The first two-hour class period was used to discuss and solicit ideas from students about what they would like to get from the course. To facilitate this discussion, the instructor distributed a talking paper (attachment 1) to each member of the class. After reading and discussing the talking paper, each student was asked to complete a questionnaire (attachment 2) about his/her desires for the course. Finally, each student was asked to provide a writing sample so that the instructor might determine the writing level of each student. A copy of the topic and form are in attachment 3.

After analyzing student input and reviewing the writing samples, the instructor developed learning objectives and a draft course outline. The learning objectives remained the same for each course; however, course outlines were slightly different. Copies of course outlines for each course are included in attachments 4 and 5.

COURSE OUTLINE:
(English 083)

Week 1: Introduction to course; writing sample; student survey; sentence structure; BW pp. 22-23

Week 2: Sentence structure continued; paragraph structure: BW pp. 13-15 and 22-23; Commas: BHW pp. 326-350

Week 3: Paragraph structure continued; BW pp. 13-15; Handout Material; PAPER #1 (Personal Experience)

Week 4: Paragraph structure continued; Using apostrophes: BW pp. 34-37; Voice: BW, pp. 17-18; Handout Material; PAPER #2 (Character Sketch)

Week 5: Paragraph structure continued, "Introductions and Conclusions, " "Unity and Coherence": BHW pp. 78-106; Handout Material

Week 6: Comparison/contrast techniques: BW pp. 49-54; Handout Material; PAPER #3 (Comparison/Contrast)

Week 7: Mid-Term Examination which includes an in-class writing requirement, PAPER #4 (Spontaneous Paper)

Week 8: Verbs: BHW pp. 271-297

Week 9: Pronouns: BHW pp 243-258; issue/support paragraphs: BW pp. 47-48; PAPER #6 (Issue/Support)

Week 10: Business letters and memorandums: Handout Material; PAPER(S) #7 (Letters and Memorandums)

Week 11: Reports, Agendas, and Minutes: Handout Material; PAPER(S) # 8 (Reports, Agendas, and Minutes)

Week 12: Final Examination

COURSE OUTLINE:
(English 084)

Week 1: Introduction to Course; Writing Samples; Student Survey; Sentence Structure: Study TWA, pp. 146-163.

Week 2: Sentence Structure Continued: Study TWA, pp. 146-163. Commas and Apostrophes: Study TWA, pp. 164-173; BHW, pp. 326-350.

Week 3: Sentence Structure Continued; Paragraph Structure; Study TWA, pp. 19-25. Verbs (Present Tense/Agreement): handout material.

Week 4: Paragraph Structure Continued: Study RDW, pp. 1-5, 9-14.
PAPER #1 (Personal Experience Paragraph)
Verbs (Past Tense and Past Participles) handout material.

Week 5: Paragraph Structure Continued - Introductions and Conclusions; Unity and Coherence: Study RDW, pp. 26-33, 75-85.

Verbs (Progressive Tenses, Fixed Form Helping Verbs and Verb Problems): handout material.

Week 6: Compare/Contrast: Study TWA, pp. 34-36; RDW, pp. 298-300, 308-311. Pronouns (Defining pronouns and antecedents) handout material. (Paper #2 (Compare/Contrast)).

Week 7: Mid-Term Examination

Week 8: Business Letters; Study BHW, pp. 652-654. Handout material. (Paper #3 Business Letter)

Week 9: Memorandums: Study BHW, pp. 656-658. Handout material. (Paper #4 Memorandum

Week 10: Meeting Agenda and Meeting Minutes: Handout Material. (Paper #5 Meeting Minutes)

Week 11: Punctuation and Grammar Review: BHW, Sections 20, 21, 32, and 33.

Week 12: Summary Structure; Study TWA, pp. 66-70. Read "In the Jungle" by Annie Dillard, RDW, pp. 177-180.

Week 13: Summary Structure Continued; Read "The Boys" by Maya Angelou, RDW, pp. 220-224. (Paper #6 Summary)

Week 14: Review and in-class writing requirement (Paper #7)

Week 15: Final Examination

COURSE CONDUCT: Each course generally followed the course outline schedule. Since both classes were relatively small, it was possible to provide a great deal of individual instruction. For example, several students used actual work-related writing requirements such as memorandums, reports, and letters as part of their writing requirements for the course. The student would bring in a draft of an item that he/she had to write as part of the job. The instructor would critique the student's effort, and the student would rewrite the letter, memorandum, or report. This process was most helpful in making the classroom experience meaningful to the student's job at Digital or Hewlett-Packard. Other requirements designed to relate classroom writing experience to real-world experience were also used. Selective examples are included in attachment 6. Although there were individual differences or tracks as the course progressed, each student was given the same mid-term and final examinations over the core competencies. Copies of these exams for each course are included in attachment 7.

STUDENT EVALUATION: Since students came to the course with different skill levels in English, the instructor did not expect that all students would leave at the same level. So, students were given a final grade for the course and advised of the level (English 010, 020, 050, or 121) that they should enter if they chose to continue in the English Program at Pikes Peak Community College.

CONCLUSIONS AND/OR RECOMMENDATIONS:

A. Both courses were successful, and students felt that they benefited from the experience.

B. Although corporate employers supported the program by purchasing books and providing official encouragement, students were required to work a forty-hour week, perform as husbands, wives, etc. and perform as students. If the corporate employer would provide all or at least part of the classroom time, it would improve student attitudes and show greater support of the program.

C. The instructor/course planner must be mature, competent, and flexible. Course development, attaining and maintaining course relevance, and dealing with the needs and problems of working students require extraordinary patience and flexibility.

ATTACHMENT I

ENGLISH 083/084

COURSE CONTENT: We have great flexibility in designing this course. Each student has gone through task analysis, individual conferences, and has had some time to think about what he/she would like to get from the course. Based upon an initial assessment, I have some ideas for what I would like to cover. However, this is your course, and we should structure it to meet your collective needs.

STARTING POINT FOR FOR DISCUSSION: Listed below are topic areas that I have identified for inclusion in the course outline. After we have adequate time for discussion, I will finalize the outline and prepare a final draft course outline.

- Sentence Structure
    - Simple Sentences
    - Compound Sentences
    - Complex Sentences
    - Compound/Complex Sentences
- Paragraph Structure
    - Rewriting Techniques
    - Summaries
    - Identifying the Central Idea
    - Focus
- Grammar
    - Sentence fragments
    - Comma splices and fused sentences
    - Subject-verb agreement
    - Pronoun-antecedent agreement
    - Active and Passive Voice
- Punctuation
    - Comma to include unnecessary commas
    - Semicolon and colon
    - Apostrophe
    - Terminal (period, question mark, exclamation point)
    - Other punctuation, i.e. dash, parentheses, etc.)

- Writing Requirements
    - Sentences
    - Paragraphs
    - Short Essays
    - Letters
    - Minutes
    - Procedure Instruction
    - Performance Agreements
    - Peer on Peer Appraisals
    - "E" Mail
    - Inspection Reports

GRADING: All writing requirements will be graded and returned to the student. More on grades will be provided in the final course outline.

CLASS POLICIES:

- Attendance
- Tardiness
- Assignments
- Writing Notebook

TEXTS:

Basic Writing, Dowdy, Bowen, Getz, Miller (BW)
The Bedford Handbook For Writers, Hacker (BHW)
The American Heritage Dictionary (AHD)

ATTACHMENT II

ENGLISH 083/084

NAME: ____________________

1. What would you like to get from this course?

2 English composition courses normally concentrate on writing sentences, paragraphs, and short essays. What other types of writing (letters, reports, etc.) would you like to do?

3. We have several options for grading. Normal grading scale is 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and below 60 = unsatisfactory. Please indicate your preference in the space provided.

_____ pass/fail _____ letter grades

4. Please provide any additional information that you believe might be useful in the final design of this course.

ATTACHMENT III

ENGLISH 083/084

WRITING SAMPLE TOPIC

Identify and discuss changes that should be made in education in the United States today.

ATTACHMENT III
ENGLISH 083/084
Page 2

ENGLISH WRITING SAMPLE

NAME: ______________________ COURSE: ENG 083 DATE: ______________

Pikes Peak Community College
English 083
Syllabus

DAYS: ___________
TIMES: __________

INSTRUCTOR: _________________________
PHONE: _______________________________

TEXTS:
Basic Writing, Dowdy, Bowen, Getz, Miller (BW)
The Bedford Handbook for Writers, Hacker (BHW)
The American Heritage Dictionary, (AHD)

GENERAL SCOPE: This course is designed specifically for selected members of the Logistics Section of the local Digital Equipment Corporation. It is part of a program made possible by a Department of Education Grant with corporate participation. The overall goal of the course is to improve student skills in reading, thinking, and particularly writing.

COURSE OUTLINE:

Week 1:	Introduction to course; writing sample; student survey; sentence structure; BW pp. 22-23
Week 2:	Sentence structure continued; paragraph structure: BW pp. 13-15 and 22-23; Commas: BHW pp. 326-350
Week 3:	Paragraph structure continued; BW pp. 13-15; Handout Material; PAPER #1 (Personal Experience)
Week 4:	Paragraph structure continued; Using apostrophes: BW pp. 34-37; Voice: BW, pp. 17-18; Handout Material; PAPER #2 (Character Sketch)
Week 5:	Paragraph structure continued, "Introductions and Conclusions," "Unity and Coherence": BHW pp. 78-106; Handout Material
Week 6:	Comparison/contrast techniques: BW pp. 49-54; Handout Material; PAPER #3 (Comparison/Contrast)
Week 7:	Mid-Term Examination which includes an in-class writing requirement, PAPER #4 (Spontaneous Paper)
Week 8:	Verbs: BHW pp. 271-297

Week 9: Pronouns: BHW pp 243-258; issue/support paragraphs: BW pp. 47-48; PAPER #6 (Issue/Support)

Week 10: Business letters and memorandums: Handout Material; PAPER(S) #7 (Letters and Memorandums)

Week 11: Reports, Agendas, and Minutes: Handout Material; PAPER(S) # 8 (Reports, Agendas, and Minutes)

Week 12: Final Examination

GRADING SCHEDULE: This course is based upon a total of 475 points broken down as follows:

Paper #1	(Personal Experience)	10 points
Paper #2	(Character Sketch)	25 points
Paper #3	(Comparison/Contrast)	25 points
MID-TERM Exam/Paper #4(Spontaneous)		100 points
Paper #6	(Issue/Support)	35 points
Paper #7	(Business Letters/Memos)	35 points
Paper #8	(Agendas/Minutes)	35 points
Collection		60 points
Homework and classroom participation		50 points
Final Examination		100 points
		475 points total

450 - 500 points = A
400 - 449 points = B
350 - 399 points = C
300 - 349 points = D
Below 300 points = U

MEMORANDUM

DATE: October 16, 1991

TO: Students, English 083

FROM: Tom Blagg, Instructor, ENG 083

SUBJECT: Student Notebooks

Each student shall maintain a three-ring, loose-leaf notebook in which he/she will file all writing requirements, homework assignments, and other material designated by the instructor. Requirements which students are asked to rewrite will be placed in the notebook, and these revisions should be filed with the original paper.

Personal Collection Topics shall be filed in the student notebook. The requirements for the "Collection" are outlines on pages 4 and 5, Basic Writing. For this course. each student shall write on five of the 30 topics listed. Due dates for these five responses are: 1) October 9, 2) October 23, 3) November 4, 4) November 20, 5) December 4.

Student notebooks shall be available at each class meeting. From time to time, the instructor will collect and evaluate the notebooks. These evaluations shall provide the basis for award of all or part of the sixty points assigned to the Collection. Please note that extra paper, handout material, notes, and other extraneous material should not be included.

Standardized Revision Marks

Instruction	Example
Omit or delete stroke	. . . occas/sion
Omit or delete stroke	. . . policy, and send us. . .
Omit or delete word(s)	. . . a ~~postal~~ money order for $50
Change word(s)	Because . . . ~~In view of the fact that~~ you have...
Insert word(s)	income tax . . . your latest ∧ form. . .
Insert a space	. . . In|addition, you will. . .
Close up space	. . . you can never the less, receive
Join to word	micro- . . . in our ∧ computer laboratory
Make lowercase	. . . of the Association. . .
Capitalize	. . . to the Retailers association
Insert comma or semicolon	. . . now therefore you. . .
Insert period or colon	. . . follows pen, ink, and paper
Insert apostrophe or quotation mark	. . . its a good deal
Spell out word or number	. . . ③ stores on Fifth Ave. in. . .
Transpose letters	. . . and all thier profits.
Hyphenate word(s)	. . . up=to=date records. . .

Other Editing Marks Used in This Course

Awk	- Awkward
CW	- Choice of words could be improved
C	- Area indicated lacks coherence. It may also indicate a transition problem
Frag	- Sentence fragment, i.e. not a complete sentence.
Logic	- marked passage does not make sense, conclusion is not supported by the evidence/support, etc.
Agr	- Agreement of subject and verb or pronoun and antecedent.

ATTACHMENT V

Pikes Peak Community College
English 084
Syllabus

DAYS: ____________________
TIMES: ____________________

INSTRUCTOR: ____________________
PHONE: ____________________

TEXTS:

The Write Advantage (TWA), Bowen, Getz, Standridge, Witherow
A Reader for Developing Writers (RDW), Buscemi
The Bedford Handbook for Writers (BHW), Hacker
The American Heritage Dictionary (AHD)

COURSE OUTLINE:

Week 1:	Introduction to Course; Writing Samples; Student Survey; Sentence Structure: Study TWA, pp. 146-163.
Week 2:	Sentence Structure Continued: Study TWA, pp. 146-163. Commas and Apostrophes: Study TWA, pp. 164-173; BHW, pp. 326-350.
Week 3:	Sentence Structure Continued; Paragraph Structure; Study TWA, pp. 19-25. Verbs (Present Tense/Agreement): handout material.
Week 4:	Paragraph Structure Continued: Study RDW, pp. 1-5, 9-14. PAPER #1 (Personal Experience Paragraph) Verbs (Past Tense and Past Participles) handout material.
Week 5:	Paragraph Structure Continued - Introductions and Conclusions; Unity and Coherence: Study RDW, pp. 26-33, 75-85. Verbs (Progressive Tenses, Fixed Form Helping Verbs and Verb Problems): handout material.
Week 6:	Compare/Contrast: Study TWA, pp. 34-36; RDW, pp. 298-300, 308-311. Pronouns (Defining pronouns and antecedents) handout material. (Paper #2 (Compare/Contrast)).
Week 7:	Mid-Term Examination
Week 8:	Business Letters; Study BHW, pp. 652-654. Handout material. (Paper #3 Business Letter)

Week 9:	Memorandums: Study BHW, pp. 656-658. Handout material. (Paper #4 Memorandum
Week 10:	Meeting Agenda and Meeting Minutes: Handout Material. (Paper #5 Meeting Minutes)
Week 11:	Punctuation and Grammar Review: BHW, Sections 20, 21, 32, and 33.
Week 12:	Summary Structure; Study TWA, pp. 66-70. Read "In the Jungle" by Annie Dillard, RDW, pp. 177-180.
Week 13:	Summary Structure Continued; Read "The Boys" by Maya Angelou, RDW, pp. 220-224. (Paper #6 Summary)
Week 14:	Review and in-class writing requirement (Paper #7)
Week 15:	Final Examination

COURSE GRADE BREAKDOWN:

7 papers @ 25 points each	= 175 points
Mid-Term Examination	= 100 points
Final Examination	= 100 points
Quizzes, homework, & class participation	= 125 points
TOTAL	= 500 points

450 - 500 points = A
400 - 449 points = B
350 - 399 points = C
300 - 349 points = D
Below 300 points = U

ATTACHMENT VI

English 083/084

In-Class Exercise

PROBLEM NUMBER I

SITUATION: You live at 4445 Old Farm Road in Colorado Springs, CO 80917. At approximately 6:30 AM, December 4, 1992, a city snow plow jumped the curb in front of your house and broke the post that once held your mailbox. Your mailbox is a mangled mess and cannot be repaired. The cedar post was set in concrete and is now broken off next to the ground. You estimate that it will cost approximately $75 to replace your mailbox and to reset the post. You have discovered that the Road and Bridge Department for the City of Colorado Springs is the organization that plows snow.

REQUIREMENT: Write a letter in which you detail what happened to your mailbox, and ask the City to replace it or to reimburse you in the amount of $75, so that you can arrange to replace it.

PROBLEM NUMBER II

SITUATION: Several members of the Logistics Division have voiced concern about the new "Team Concept." Present and past team leaders seem to be the most vocal in expressing unhappiness with the way things are going; however, others have also complained. The director wants to get a handle on the problem(s) before they get worse. During the most recent weekly division meeting, he asked each member of the division to advise him in writing about their concerns with the team concept. He also asked that each employee include possible ways to correct problems that they identify.

REQUIREMENT: Write a memorandum to the Logistics Division Director in which you respond to his request for your comments about the team concept.

EXERCISE

PROBLEM NUMBER I

SITUATION: You are a team leader in Logistics Division. As the team leader, you are required to take notes and publish minutes of the daily meetings with the director. The following notes were taken during the last team leader meeting.

1. Director called meeting to order at 7:31 AM.
2. Mike, Joe, Harold, Cary, & David present. Dennis absent.
3. Mike said that new peer rating scheme will be published next week. he also said that all employees will be briefed on how the system works.
4. Cary reminded us that the Spring picnic will be held in April at Memorial Park. Employees and their families are invited to attend.
5. Mike asked if anyone had heard the rumor that Digital was cutting back its Colorado Springs operation. Cary said that he heard several people in the break room talking about possible layoffs. Nothing specific!
6. Joe asked about the new software package that was supposed to replace EDIT last month. Mike said that he thought it was already in place. Mike asked Joe to contact Training Division to determine when they plan to run a course on the program. Please report findings at next meeting.
7. Harold said that his team will be down two people all of next week. One will be on maternity leave, and another will be taking an approved two-week vacation. His team will need at least an additional person next week to stay up.
8. We are out of inventory control forms and the new edition will not be here until next week. Mike will check and get back to us.
9. Each division has been asked if they would like to participate in a company sponsored bowling league. It will be a fully handicapped league, sanctioned by the ABC and WBC. Logistics must respond to management not later than Friday, December 15, 1991. Mike said we need more information like when and where the league will bowl. Joe tell Dennis to find out more about this and report to us tomorrow.
10. Meeting adjourned at 8:30 p.m.

REQUIREMENT: Prepare minutes of this meeting.

MEMORANDUM

DATE: December 2, 1991

TO:

FROM:

SUBJECT: Meeting Schedule Change

Several members of the Logistics Group feel that we could restructure our meeting schedule and improve efficiency within the group. We recognize that the new team organization requires diligence and effort to assure that all members of the organization receive necessary information. Team meetings, meetings with the director, and employees meeting with management are all part of the effort to keep us all informed and to provide a forum for us to furnish input. However, we believe that some meetings can be cancelled and others shortened without losing effective communication. Currently we have the following scheduled meetings:

a.m. Daily	—Team Leaders Meet with Director	(.50 hrs)
p.m. Daily	—Team Leaders Meet with Team Members	(.25 hrs)
Weekly	—Team Leaders Meet with Director, Staff, and Analysts	(1.50 hrs)
Weekly	—All Log Group Employees Meet	(.50 hrs)

For team leaders, scheduled meetings take a full eight-hour day each week. With preparation and post meeting lost time, the total time devoted to meetings is even higher. There are special or one-time meetings which require selected team leader attendance.

Note 1: Discuss purpose and usefulness of each meeting and identify duplications.

Note 2: Recommend elimination and/or modification of scheduled meetings.

BUSINESS LETTER

SITUATION: You ordered several items of clothing from the LL Bean Company, 1492 Columbus Circle, Hartford, PA 20802. The order included trousers and a shirt for your brother, a pair of walking shoes for your father, and a goose down pillow for Aunt Jennie. Today you received an invoice for these items (total cost: $286.74) along with a nasty letter from LL Bean complaining that the payment is late. However, you have not received the merchandise or any other communication from the company until today's little bomb.

REQUIREMENT: Write a response to LL Bean Company.

ATTACHMENT VII

NAME: ______________________

English 083

MID-TERM EXAMINATION, PART I

A. Voice and/or point-of view are important considerations in formal writing. Match the "person" in the left column with the correct definition in the right column.

—first person	1- you
—second person	2- one, he, she
—third person	3- I, we, our

B. Unity and coherence are two important principles in writing effective paragraphs and essays. One important way to create coherence is by using transitional devices, also called "transitions" or "connectives." Identify and explain the use of one transitional device.

C. Most effective essays begin with an introductory paragraph and end with a concluding paragraph. Briefly describe the purpose or function of an introductory paragraph.

D. In your handout material, your were given a section which covered five prewriting techniques. Identify and briefly explain one of these techniques.

ATTACHMENT VII
English 083
Mid-Term Examination
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E. There are four sentence types. Write an example of each.

SIMPLE:

COMPOUND:

COMPLEX:

COMPOUND/COMPLEX

F. Punctuate these sentences correctly.

1. The committee feels it has too many responsibilities so its curtailing its association with local hunt club.
2. Although the association charter was written in August 1990 it was not approved by the membership until 1991.
3. The gangster is in trouble because he lost his gun during a battle with local police.
4. At the drama festival two actors Christina and me were selected to do the last scene of King Lear.
5. Marys husband by the way is ten years older than she.
6. Because of last nights fire we are fed up with his drinking and smoking.
7. Julie and John won first place in the competition however they were out of town during the awards presentation.
8. The moving van traveled from Dallas Texas to Fort Wayne Indiana in less than three days.
9. The team arrived early on Friday November 13 1991.
10. Mr. Martins hat was blown into a nearby field and one of his neighbors goats ate it.
11. The ladies bridge club meets each Tuesday afternoon because the men have reserved the club during the rest of the week.
12. Gregory you should consider running for political office.

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English 083
Mid-Term Examination
Page 3

MID-TERM EXAMINATION, PART II

Choose one of the following topics and write a composition not to exceed two, double-spaced pages.

1. DISCUSS A GOAL. Complete this topic sentence: "An important goal in my life is ————." Choose the three most important reasons for having this goal, and arrange them in order of importance--either from least to most or the reverse. Explain each reason, making clear to the reader why you feel as strongly as you do.

2. DESCRIBE YOUR PLACE IN THE FAMILY. Are you an only child, the youngest child, the middle child, or the oldest. When you were younger, you may have faced particular problems because of your place in the family. For instance, the youngest is often babied, or the oldest is expected to be a substitute parent. In your topic sentence state your place in the family: "I was the ——— child in the family." Then explain the special problems you faced or still face. Give specific examples and details. Make sure your examples support your argument.

ATTACHMENT VII

NAME: ____________________

English 083

FINAL EXAMINATION, PART I (40 Points)

A. Punctuate these sentences correctly.

1. Dales parents do not want him to write a book about his childhood yet he is determined.
2. General Douglas McArthur said I shall return.
3. Julias 7s look like 9s.
4. Shawns father is a highway patrolman but Shawn was clocked at 160 miles per hour.
5. Whos going to the game with you Saturday?
6. Alan was a paratrooper in the military but he wont have anything to do with skydiving.
7. Sheila and Debbies apartment is quite expensive.
8. Tim wanted a good dependable truck.
9. Angella who is a fine landscape painter is a member of the PPCC Art Department.
10. Ladies watches are not as small as they used to be.
11. On Thursday October 31 1991 Bobo Houston celebrated her second birthday by stepping in the cake.
12. I wasnt able to attend the four oclock meeting.
13. Surprisingly enough I finished preparing my income taxes in January.
14. Debbie did you really fall down the stairs at the senior prom?
15. The palmers home has been vandalized.
16. We will be leaving Atlanta GA on Friday morning and arriving in Baltimore MD Sunday night.
17. Unless you specifically want to go to the play I would rather stay home this evening.
18. Since you have a broken finger I will start the lawn mower for you.
19. Whitney thought the medication was too expensive but it was effective.

20. Drive the car to the shop park it in front of the service door and explain the problem to the manager.

21. Sophocles play Antigone is in many freshman English anthologies.

22. Malissa got soaked in the rain although she had her umbrella with her.

23. Irvin must get the batter out or the coach will send in a new pitcher.

24. My cousin who lives in Denver has completed the nursing program at Denver University.

25. Bud Chris and Tim were the three winners however Robin and Michelle finished a close second.

B. Circle the Correct verb.

1. The baseball pitching machine (throw/throws) balls with great accuracy.

2. Cass (appraise/appraises) diamonds for his father's jewelry store.

3. The dog with all the ticks and fleas (need/needs) a bath.

4. My wife, who is also my best friend, (is/are) very reliable.

5. Both of the men (do/does) well when the pressure is on.

6. Either Ralph Sheen or Sally Bolts (is/are) going to be the new IBM employee.

7. Near the drainpipe in the backyard (is/are) the six kittens.

8. The class (is/are) deciding on its senior gift to the school.

9. The students usually prefer the professors who (prepare/prepares) their lectures thoroughly.

10. Seeing Gone with the Wind and Forever Amber back to back at an all-night drive-in movie (has/have) been a dream of mine for years.

11. Physics (does/do) not interest everyone.

12. My grass (grow/grows) faster than my desire to mow it.

13. Psychologists (say/says) everyone has some mental hangups.

14. The boy with the sad blue eyes (is/are) not really sad at all.
15. Paige and Angie (is/are) inseparable.
16. Somebody on the staff (want/wants) a new editor.
17. Neither the Nessons nor the Cleavers (is/are) on television anymore.
18. Behind the cabinet doors (is/are) a roach the size of your fist.
19. The faculty (is/are) concerned about the shortage of time in its new exam schedule.
20. Most people trust whoever (inspires/inspire) them the most.
21. Watching too much TV every day (become/becomes) a habit if you aren't careful.
22. Aeronautics (is/are) a specialized branch of physics.

C. Circle the correct pronoun.

1. (That/Those) types of tomatoes are the best.
2. The men from the fraternities and the women from the sororities are planning to work at (her/their) Save the Children Festival all day.
3. Either Marie or her two sisters can wear (her/their) mother's clothes.
4. The committee feels it has too many responsibilities on (its/their) shoulders.
5. The gangster (which/who) lost his gun was in trouble.
6. Each man is expected to keep up with (his/their) own equipment.
7. The president and the students agree that no speed bumps are needed at (his/their) campus.
8. Neither Ronnell nor Neal felt (he/they) had a chance at the job.
9. The jury is presenting (its/their) verdict.
10. The tiger (who/which) performed best was very old.

D. Label each of the following as a complete sentence, a subordinate clause, or a phrase.

______________ 1. Rosa began making her mother's birthday present.

______________ 2. He was excited about the upcoming car show.

______________ 3. Cutting out the pattern very carefully.

______________ 4. Which was to be held in May at the fairgrounds.

______________ 5. Although a few finishing touches were needed on the body.

______________ 6. The car was just about ready to be shown.

______________ 7. Even though he did not plan to sell the car.

______________ 8. When he drove his new 1957 Ford Fairlane 500 on the grounds.

______________ 9. He was positive heads would turn.

______________ 10. Finally, putting on the straps and the hardware.

______________ 11. He had built the car from the chassis up.

______________ 12. Being sure not to waste any leather.

______________ 13. He was curious how much he might be offered.

______________ 14. Carefully centering the design on the leather.

______________ 15. One piece of leather having cost her $25.

FINAL EXAMINATION, PART II (60 points)

A. Business Letter.

SITUATION: You are currently served for trash pick-up by Waste Management, Inc., 1354 Garbage Circle, Colorado Springs, CO 80009. You recently received a notice from Waste Management, Inc. in which their company management informed you that they were joining El Paso County and the City of Colorado Springs in a program to encourage recycling. They told you that the program will be put in place without any additional cost to homeowners since their company, the county and the city will share any increase. They asked if you would be interested in participating in a pilot program, beginning in January 1992. If you are interested, Waste Management, Inc. would like to know the approximate amount of glass, cardboard, and aluminum cans your family would generate each month.

REQUIREMENT: Write a business letter to Waste Management, Inc. in which you advise them of the following:

1. That you would like to participate in the pilot program.
2. That you are proud to live in a place where local government and business take a responsible view of recycling.
3. That you strongly support their company's efforts in recycling.
4. That your estimate of per-month recycleables is: 30 pounds of glass, six cubic feet of cardboard, and 100 aluminum cans.

B. Paragraph/essay.

Choose one of the following topics and write a composition not to exceed one, type-written, double-spaced page.

1. For many reasons, Christmas is a very special time of year. I vividly recall my most memorable Christmas.
2. Choose an activity such as changing a tire, baking a cake, tuning a car, bathing a baby, etc. and describe, in detail, how to do it.
3. Gun control advocates and the National Rifle Association continue to debate the need for restrictions on American citizens acquisition of fire arms. The government should/should not increase restrictions on Americans acquiring fire arms.

ATTACHMENT VII

English 084

NAME:____________________

FINAL EXAMINATION, PART I

A. Punctuate these sentences correctly.

1. Pat and Aiko want to go to the party but they do not have transportation.
2. Although Kim has a new car it is in the garage for repair.
3. She should be a good dependable truck.
4. Nena went to the shopping center because ladies watches are on sale.
5. Sheila wanted to go with Nena but wasnt ready on time.
6. Magdas 1s look like 7s.
7. Caren did you remember to bring the leash?
8. Luz was supposed to take the dog to the kennel however she was on her way to Denver when she remembered the dog was still in the back yard.
9. The course will be completed on Wednesday May 6 1992.
10. June and Aiko are employees of Hewlett Packard but they work in different departments.
11. Billie enjoys camping hiking and fishing.
12. When the weather is nice we like to sail around the lake and watch the fish jump.
13. At the end of the semester we plan to go to Cripple Creek Colorado and try our luck at the gaming tables.
14. Roy who is a fine poker player will not be able to make the trip to Cripple Creek.
15. By the way Kims car will be ready by the time we return from our trip so she will not need the truck after all.

B. Circle the correct verb.

1. The dog with all the fleas (is/are) not allowed to come inside the house.
2. The dog and the cat (need/needs) a bath.

3. The audience (is/are) returning to their seats.

4. Neither Tom nor John (is/are) likely to get the position.

5. Watching too much television (become/becomes) a habit if you aren't careful.

6. Coaches (say/says) that everyone will get to play.

7. The faculty (make/makes) the job easier for us.

8. Children (grow/grows) faster when they are happy.

9. The girl who brought her skates (is/are) the one who will represent our team tonight.

10. Either Ralph or Gerald (is/are) scheduled to work on Christmas Day, but both men (have/has) small children.

C. Circle the correct pronoun and underline its antecedent.

1. The lady (which/who) lost her purse lives north of town.

2. Each person is expected to maintain (his or her/their) work area in a clean, safe condition.

3. The dog (which/who) won the blue ribbon was a shepherd from Germany.

4. Jerry and Jolene plan to take (their/there/the're) children with them on vacation.

5. (That/Those) types of apples can be eaten raw or cooked in a pie.

6. The faculty feels (it/they) needs to revise the curriculum for next semester.

7. The woman (who/that) lives next door is concerned with the increase in violent crime on our street.

8. The president and the board of directors agree that a new contract is needed for (his/their) company.

9. Either Melaine or Marie will wash and set (her/their) mother's hair.

10. The jury has reached (its/their) verdict.

FINAL EXAMINATION, PART II

Write a paragraph in which you describe an important, exciting, or memorable event in your life.

ATTACHMENT VII

English 084 - NAME: ______________________

MID-TERM EXAMINATION, PART I

A. There are four sentence types. Write an example of each.

1. Simple:

2. Compound:

3. Complex:

4. Compound/Complex:

B. Punctuate the following sentences correctly:

1. In almost no time they had changed the tire.
2. Dr. Simpson a specialist in nutrition told him to eat fewer eggs.
3. Its hard to remember the world without velcro.
4. On March 18 1992 she won the Colorado Lottery.
5. She felt overwhelmed until she met several women in similar situations.
6. He is in fact a slob.
7. I like Clint Eastwoods movies but Marlon Brando is considered a better actor by the critics.
8. Mr. Blaggs class will meet in the writing laboratory although the lighting is poor.
9. If I were you Caren I would start my own businesses.
10. That store sells ladies hats but its selection is limited.
11. In the deep end of the pool he found $3.00 in change.
12. Gambling in Manitou expanding the airport and limiting slot machines in Cripple Creek are issues to be decided in the coming election.
13. My brother by the way attended Pikes Peak Community College.

14. Eagles nests are often located in remote inaccessible terrain.

15. Nenas lamb placed first in the county fair however it did not do well in the state competition.

B. Circle the correct verb.

1. The baseball pitching machine (throw/throws) balls with great accuracy.

2. Cass (appraise/appraises) diamonds for his father's jewelry store.

3. The dog with all the ticks and fleas (need/needs) a bath.

4. My wife, who is also my best friend, (is/are) very reliable.

5. Both women (do/does) well when the pressure is on.

6. Either Sally Jones or Billie Smith (is/are) going to be new Hewlett Packard employee.

7. Near the drainage ditch in the backyard (is/are) the six kittens.

8. Students usually prefer professors who (prepare/prepares) their lectures thoroughly.

9. My grass (grow/grows) faster than my desire to mow it.

10. Behind the cabinet doors (is/are) a roach the size of your fist.

C. Circle the correct pronoun.

1. (That/Those) types of tomatoes are the best.

2. The gangster (which/who) lost his gun was in trouble.

3. The committee feels it has too many responsibilities on (its/their) shoulders.

4. The tiger (who/which) performed best was very old.

5. Each woman is expected to keep up with (her/their) own equipment.

INTRODUCTION TO TECHNICAL WRITING
(ENG 131)

PIKES PEAK COMMUNITY COLLEGE

INTRODUCTION TO TECHNICAL WRITING
ENG 131

OVERVIEW: The Site Advisory Council wanted to offer a technical writing class which the participants could receive college credit for but which would be workplace specific. The solution was to offer ENG 131, Introduction to Technical Writing, and have participants use materials specific to their workplace whenever and wherever appropriate.

OBJECTIVES: This course is designed to provide specialized writing with emphasis on audience analysis and precise, economical, objective use of language for writing, editing, and presenting technical reports. Upon completion of this course, the student will be able to:

1. understand the parts, formatting, and organization of business letters and memos.
2. understand the unique characteristics of technical writing.
3. organize and develop an effective technical report.
4. develop and include special technical report parts as needed.

TIME: This course meets twice a week for eleven and one half weeks. Each session is 100 minutes in length.

MATERIALS NEEDED: Text: Essentials of Technical Writing, William Conway, MacMillan, 1987.
Computer Lab with WordPerfect Software loaded
Whiteboard

LESSON PLANS: The course will consist of four units: 1) Basic Principles of Technical Writing, 2) Basic Patterns of Writing, 3) Writing Business Correspondence, and 4) Editing.

SCHEDULE: (Writing Assignments in **Bold**.)

Session 1:	Introductions; course syllabus; and Pre-test assignment
Session 2:	Three Part Organization; Emphatic Structure; **Group Memo**
Session 3:	Introductions; **Introduction**
Session 4:	How To Use Word Perfect
Session 5:	Continue How to Use Word Perfect; Go over Chap 15, Ex. p. 243, 245, and 246
Session 6:	Writing Definitions; **Group Extended Definition**

Session 7: **Extended Definition**; Read Chapter 6 - Description of a Mechanism

Session 8: Discuss Chapter 6 - Description of a Mechanism

Session 9: **Description of a Mechanism**; Do Chap. 15, Ex. 248,249, and 251.

Session 10: Go over Chap. 15, Ex. p. 248, 249, and 251; Read Chap. 7

Session 11: Discuss Chapter 7 - Classification and Division

Session 12: **Classification and Division**; Do Chap. 15, Ex. p. 252, 254, and 257

Session 13: Go over Chap. 15 Ex. p. 252, 254, and 257; Read Chap. 8

Session 14: Discuss Chapter 8 - Process Description

Session 15: **Process Description**, Do Chap. 15, Ex. p. 258, 259, and 261

Session 16: Go over Chap. 15 Ex. p. 258, 259, and 261; Read Chap. 9

Session 17: Discuss Chapter 9 - Data Analysis

Session 18: **Data Analysis** (Have students bring data from a source such as Consumer's Report; they will need to spend a little more time than usual preparing for this one); Do Chap. 15 Ex. p. 264, 266, 268, and 270

Session 19: Go over Chap. 15, Ex. p. 264, 266, 268, and 270; Read Chap. 10

Session 20: Discuss Chap. 10 - Business Letters; **Bring samples of memos, letters written or received - encourage students to do the same to get samples of the types they deal with.**

Session 21: **Business Letters**, Read Chap. 11

Session 22: Discuss Chap. 11 - Business Memos; **Business Memos**, Do Chap. 15 ex. p. 271, 272, 275, and 276

Session 23: **Final Writing Assignment**; turn in Ex. p. 271, 272, 275, and 276

Session 24: Pass back final writing assignment and written exercises. Tie up loose ends and give final grades.

PIKES PEAK COMMUNITY COLLEGE
ENG 131: INTRODUCTION TO TECHNICAL

COURSE OUTLINE:

Course Description: Provides practice in specialized writing with emphasis on audience analysis and precise, economical, objective use of language for writing, editing, and presenting technical reports.

General Objectives: Upon completion of the course, the student will be able to:

1. understand the parts, formatting, and organization of business letters and memos.
2. understand the unique characteristics of technical writing.
3. organize and develop an effective technical report.

4. develop and include special technical report parts as needed.

Units:

1. Basic Principles of Technical Writing
2. Basic Patterns of Writing
3. Writing Business Correspondence
4. Editing

Course Requirements: All assignments must be typed.

Prerequisites: Completion of ENG 020 and REA 020 or placement level scores of ENG 050 and REA 050 or higher.

Credit: 3 semester hours

Text: Essentials of Technical Writing, William T. Conway, 1987.

Schedule: Writing Assignments in **Bold**

Session 1: Introductions, Pre-Test Assignment
Session 2: Three Part Organization; Emphatic Structure; **Group Memo**.
Session 3: Introductions; **Introduction**
Session 4: How to Use Word Perfect
Session 5: Continue How to Use Word Perfect; Go over Chap. 15 Ex. p. 243, 245, and 246
Session 6: Writing Definitions; **Group Extended Definition**
Session 7: **Extended Definition**; Read Chap. 6
Session 8: Discuss Chapter 6 - Description of a Mechanism
Session 9: **Description of a Mechanism**; Do Chap. 15 Ex. p.248, 249, and 251
Session 10: Go over Chap. 15 Ex. p. 248, 249, and 251; Read Chap. 7
Session 11: Discuss Chap. 7 - Classification and Division

Session 12: **Classification and Division**; Do Chap. 15, Ex. 252, 254, and 257

Session 13: Go over Chap. 15 Ex. p. 252, 254, and 257; Read Chap. 8

Session 14: Discuss Chapter 8 - Process Description

Session 15: **Process Description**; Do Chap. 15 Ex. p. 258, 259, and 261

Session 16: Go over Chap. 15 Ex. p. 258, 259, and 261; Read Chap. 9

Session 17: Discuss Chap. 9 - Data Analysis

Session 18: **Data Analysis** (Bring data from a source such as Consumer's Report; may need to spend a little more time than usual preparing for this one before class); Do Chap. 15 Ex. p. 264, 266, 268, and 270.

Session 19: Go over Chap. 15 Ex. p. 264, 266, 268, and 270; Read Chap. 10

Session 20: Discuss Chap. 10 - Business Letters; **Bring samples of memos, letters you have written or received - a sampling of the types you deal with.**

Session 21: **Business Letters**; Read Chap. 11

Session 22: Discuss Chap. 11 - Business Memos; **Business Memos**; Do Chap. 15 Ex. p. 271, 272, 275, and 278

Session 23: **Final Writing Assignment**; turn in Ex. p. 271, 272, 275, and 278

Session 24: Pass back Final Writing Assignment and Ex. Tie up loose ends and give final grades.

GRADING:	Written Assignments:	10 x 100 = 1000	A = 1260+
	Exercises:	5 x 20 = 100	B = 1120 - 1259
	Final Writing Assignment	200 = 200	C = 980 - 1119
	Attendance/Participation	20 x 5 = 100	D = 840 - 97
	Total	= 1400	U = 839 or less

Because a large degree of learning and application occur in the classroom, attendance is strongly encouraged. Credit will not be given to students missing more than 25% of class time.

Cheating or plagiarism will result in an automatic U for the course.